

NEW YORK STATE COLLEGE OF AGRICULTURE AND LIFE SCIENCES

ADMINISTRATION

David L. Call, dean

Kenneth E. Wing, associate dean

William G. Boldt, assistant dean for public affairs

George J. Conneman, director of academic programs

Elizabeth A. Oltenacu, associate director of academic programs

Brian F. Chabot, director of research

David L. Brown, associate director of research

Lucinda A. Noble, director of cooperative extension

R. David Smith, associate director of cooperative extension

Norman T. Uphoff, director of international agriculture

Larry W. Zuidema, associate director of international agriculture

Office of Academic Programs Staff

Student services: Donald Burgett, Lisa Ryan, Catherine Thompson

Records: Tom Wakula

Registrar: Mary Milks

Admissions: Richard Church, Laura Herlands, Randy Stewart

Career development: William Alberta

Department Chairs

Agricultural and biological engineering: R. B. Furry, Riley-Robb Hall

Agricultural economics: W. G. Tomek, Warren Hall

Animal science: J. M. Elliot, Morrison Hall

Communication: R. D. Colle, Kennedy Hall

Education: R. E. Ripple, Kennedy Hall

Entomology: Q. D. Wheeler, Comstock Hall

Floriculture and ornamental horticulture: G. L. Good, Plant Science Building

Food science: R. A. Ledford, Stocking Hall

Fruit and Vegetable Science: E. E. Ewing, Plant Science Building

Natural resources: J. P. Lassoie, Fernow Hall

Plant breeding and biometry: W. R. Coffman, Emerson Hall

Plant pathology: W. E. Fry, Plant Science Building

Rural sociology: D. L. Poston, Warren Hall

Soil, crop and atmospheric sciences: R. J. Wagenet, Emerson Hall

Facilities

The College of Agriculture and Life Sciences is located on the upper campus, up the hill from the central area of Cornell University, on land that was once part of the Ezra Cornell family farm.

Buildings around the area commonly known as the Ag Quad house classrooms, offices, and laboratories. Flanking them are the green-houses, gardens, and research facilities. Nearby orchards, barns, field plots, forests, and streams extend as far as the Animal Science Teaching Research Center at Harford and the Agricultural Experiment Station at Geneva.

Roberts Hall serves as headquarters for the administrative units, including offices of the deans and directors of academic programs, research, and cooperative extension. Included in the Office of Academic Programs are the director and associate director, the Admissions Office, the Career Development Office, the Office of Student Services and the Registrar.

Mann Library, with its extensive collections of materials in the agricultural and biological sciences, is at the east end of the Ag Quad. The student lounge and service center, known as the Alfalfa Room, and many of the college classrooms are in Warren Hall. Public computer facilities are available in Warren Hall, in Riley-Robb Hall, and in Mann Library.

DEGREE PROGRAMS

The College of Agriculture and Life Sciences offers programs leading to the degrees of Bachelor of Science, Master of Science, and Doctor of Philosophy. Professional degrees include the Master of Professional Studies and the Master of Arts in Teaching. Some registered professional licensing and certification programs are also available.

Each curriculum in the college creditable toward a degree is registered with the New York State Education Board and is linked with the national Higher Education General Information Survey (HEGIS) codes for federal and state reporting.

Graduate Degrees

Graduate study is organized by fields that generally coincide with the academic departments but may draw faculty from several disciplines in the various colleges of the university. The following graduate fields have primary affiliation in Agriculture and Life Sciences. Current graduate field representatives are also listed.

Agriculture [M. P.S. (Agr.)], G. Conneman, Roberts Hall

Agricultural and Biological Engineering, W. Gunkel, Riley-Robb Hall

Agricultural Economics, L. Tauer, Warren Hall

Animal Breeding, J. Pollak, Morrison Hall

Animal Science, R. Quaas, Morrison Hall

*Biochemistry, Molecular and Cell Biology; V. Vogt, Biotechnology Building

Biometry, S. Schwager, Warren Hall

*Botany, R. Turgeon, Plant Science Building
Communication [M.P.S. (COMM)], C. Glynn, Kennedy Hall

Development Sociology, T. Lyson, Warren Hall

*Ecology and Evolutionary Biology, N. Hairston, Jr., Corson Hall

Education [also M.A.T.], W. Drake, Kennedy Hall

Entomology, B. Peckarsky, Comstock Hall

Environmental Toxicology, R. Schwartz, Martha Van Rensselaer Hall

Floriculture and Ornamental Horticulture, K. Mudge, Plant Science Building

Food Science and Technology, D. Miller, Stocking Hall

*Genetics, C. Aquadro, Biotechnology Building

International Agricultural and Rural Development [M.P.S. (Agr.)], D. Thurston, Plant Science Building

Landscape Architecture [M.L.A.], L. Mirin, W. Sibley Hall

Microbiology, S. Zinder, Stocking Hall

Natural Resources, R. Oglesby, Fernow Hall

*Neurobiology and Behavior, R. Harris-Warrick, Seeley Mudd Hall

Nutrition, B. Lewis, Martha Van Rensselaer Hall

*Physiology, J. Wooten, Vet Research Tower

Plant Breeding, E. Earle, Bradfield Hall

Plant Pathology, J. Lorbeer, Plant Science Building

Plant Protection [M.P.S. (Agr.)], G. Bergstrom, Plant Science Building

Pomology, L. Powell, Plant Science Building

Soil, Crop and Atmospheric Sciences, J. Peverly, Bradfield Hall

Statistics, G. Casella, Warren Hall

Vegetable Crops, P. Ludford, Plant Science Building

*Zoology, H. Pough, Corson Hall

*Division of Biological Sciences

Bachelor of Science Degree

Departments in the College of Agriculture and Life Sciences sponsor study for the B.S. degree in sixteen major fields. To qualify for the degree, students must fulfill requirements established by the faculty of the college and administered through the Office of Academic Programs. The following units offer major fields of study for undergraduates. A faculty advising coordinator is listed for each unit. Students should consult with the faculty coordinator regarding requirements and opportunities for concentrations within the major field.

Agricultural and Biological Engineering:
L. Albright, 206 Riley-Robb Hall

Animal Sciences: E. J. Pollak, B-22 Morrison Hall

Applied Economics and Business Management:
O. Forker, 254 Warren Hall

Biological Sciences, Division of: H. Stinson,
200 Stimson Hall

Communication: S. Warland, 314 Kennedy Hall

Education: G. Posner, 408 Kennedy Hall

Entomology: R. Roush, 6130 Comstock Hall

Food Science: J. Sherbon, 207 Stocking Hall

Landscape Architecture: D. Krall, 451 Roberts Hall

Natural Resources: H. Brumsted, 122e Fernow Hall

Plant Science Units (Plant Biology, Breeding, Pathology/Protection, Floriculture, Pomology, Vegetable Crops): J. Lorbeer, 424 Plant Science Building

Rural Sociology: D. Poston, 133 Warren Hall

Soil, Crop and Atmospheric Sciences: T. Scott, 1001 Bradfield Hall

Statistics and Biometry: C. McCulloch, 338 Warren Hall

Special Agricultural Studies (ALS): D. Burgett, 140 Roberts Hall

Summary of Basic College Requirements for Graduation

1. Credit Hours

- a. Minimum: 120
- b. Minimum with letter grade: 100 (number with S-U grades pro-rated for transfer students)
- c. Maximum independent study, teaching experience, internships: 15 (pro-rated for transfer students)
- d. Minimum College of Agriculture and Life Sciences: 55
- e. Maximum from endowed colleges without additional charge: 55
- f. Maximum transferred in: 60; minimum at Cornell: 60

Transfer credit will *not* be accepted for the Project Advance Programs. If a student is enrolled in a college/university course, during his/her high school years, transfer credit will be given *only* if certain criteria are met, i.e., taught by a university/college instructor, in the college/university environment, along with other college/university students and graded as the college/university students are graded. If one of these is not met no transfer credit will be given. Written verification may be necessary.

Note: Credits received for physical education and for certain other courses, such as Mathematics 109, Education 005 and LSC courses, do not count toward the 120 hours but are included on the transcript and in the grade-point average.

2. Residence

- a. Normally, eight full-time semesters
- b. Seven semesters, if all other degree requirements are met, with a grade-point average of 2.0

- c. Minimum of 12 credits per semester

- d. Minimum of two semesters, including the final semester prior to graduation, in the College of Agriculture and Life Sciences (residency in the Internal Transfer Division [ITD] does not count toward residency in the college)

- e. Students who have completed 8 semesters in residence at Cornell, including two in the college, and who have 8 or fewer credits remaining for graduation may petition for approval to complete this work elsewhere.

3. Physical Education

- a. Completion of university requirement for two terms of work
- b. Transfer students may be exempt from part or all of the requirement.

Note: Requests for exemption should be made in writing to the University Faculty Committee on Physical Education. Requests for postponement should be referred to Alan Gantert, Teagle Hall (255-4286). Medical postponement requests must go through Gannett Clinic.

4. Grade-Point Average (GPA)

- a. Cumulative GPA: 1.7 or above must be maintained
- b. Final GPA: 1.7 for a minimum of 12 credits in final term before graduation.

Note: Only grades earned at Cornell and while registered in the college are included.

5. Distribution

The purpose of the distribution requirement is to acquaint students with a broad range of subject matter. Through study of the physical sciences, students develop quantitative and analytic skills based on an understanding of the physical laws governing the universe; through study of the biological sciences, they gain an appreciation of the variability of living organisms. The social sciences and humanities give students perspective on the structure and values of the society in which we live. Through development of written and oral expression skills, students master the essentials of effective communication.

Credits received for independent study, field, teaching, or work experience, and internships cannot be used to fulfill the distribution requirement. Courses judged to be remedial in the discipline such as Education 005, will not be counted.

Group A: Physical Sciences. 9 credits of 100- or 200- level courses, in at least two disciplines, including at least one course in chemistry or physics.

Soil, Crop and Atmospheric Sciences 131
Astronomy
Chemistry
Geology
Mathematics (excluding Education 005 and Mathematics 109)
Education 115
Physics

*The college mathematics requirement is described below.

Group B: Biological Sciences. 9 credits, including 6 of introductory biological science.

Biological Sciences (except 152, 202, 205, 206, 208, 209, 301)
Animal Sciences 220, 221, 300, 301
Entomology 212

*Microbiology
Plant Breeding 225
Plant Pathology 301, 309

Group C: Social Sciences and Humanities. 12 credits (6 in each of the following two categories):

Social Sciences. 100- through 400-level courses in the following departments (excluding Freshman Seminars):

Archaeology
Anthropology
Economics
Government (including Africana Studies 190)
Psychology
Sociology (including Rural Sociology except RS 100, 175, 318, 442)
CEH 110/CEH 111 (cannot receive credit for these courses and Econ 101/Econ 102)
Education 271, 311, 317, 378
HDFS 150 (cannot receive credit for this course and Soc 243)

Humanities. 100- through 400-level courses in the following departments (excluding Freshman Seminars and language courses):

Africana Studies (humanities and history)
Asian and Near Eastern Studies (History and Literature)
Classics
Comparative Literature
English (literature only)
French, German, Italian, Russian, and Spanish (literature only)
History
History of Art/Architecture
Music and Theatre Arts (theory, literature, and history only)
Philosophy (also Natural Resources 407)
Rural Sociology 100, 175, 318, 442

Group D: Written and Oral Expression. 9 credits, of which at least 6 must be in written expression, selected from the following:

Freshman Seminars
Communication 161, 201, 350, 352, 360, 363, 365
English 280-281, 288-289, 382-385, 388-389
Hotel Administration 365

6. Mathematics

The faculty requires minimum competency in mathematics as a requisite to satisfactory pursuit of a degree. All students must complete, with a passing grade, one course in mathematics at Cornell as part of the physical sciences requirement. Advanced placement credit in mathematics or transfer credit in a college calculus course may be presented to meet this requirement.

- a. The ALS Mathematics Placement test: All entering undergraduates, including those presenting advanced placement or transfer credit in college calculus, must take the test, which is administered free of charge just prior to registration each semester. Students with accepted advance placement or transfer credit in college calculus will not need to complete a mathematics course at Cornell, unless required by the major. No student may repeat the placement test. It consists of fifty sample questions from arithmetic, algebra, geometry, trigonometry, and basic calculus. The index score is determined by the number of correct answers minus one quarter of the number of incorrect answers.

- b. The index score is used to help students select appropriate courses. If a high index score (currently defined as equal to or greater than 30) is attained, the mathematics requirement in physical sciences is waived. If a low index score (of 12 or less) is attained, the student is to enroll in Education 005 before selecting a mathematics course to fulfill the requirement.
- c. When presenting mathematics transfer credit (other than calculus), a student may
 - include precalculus credits along with the calculus credits
 - transfer up to 6 credits to the physical sciences requirement, if the index score is 30 or above
 - not transfer that credit to the physical sciences requirement if the index score is from 13 to 29 (credit is, however, counted toward graduation)
 - not transfer any credit in mathematics if the index score is below 13.
7. Faculty Adviser
 - a. Each student is assigned to a faculty adviser soon after being admitted to the college. The faculty adviser will help the student plan a program of study and enroll in courses appropriate to the degree programs offered by the college.
 - b. Course enrollment each semester should be planned in consultation with the faculty adviser. The signature of the faculty adviser indicates approval of, or at least consent to, the choice of courses made and is required before the course enrollment can be processed.
 - c. All academic plans, such as acceleration and graduate study, should be made in consultation with the student's faculty adviser. Support of the adviser is essential if a student petitions for an exception to any of the requirements of the college.
8. Progress toward the Degree
 - a. The progress of each student toward meeting the degree requirements is recorded each term in the college registrar's office on a summary of record form.
 - b. Students who have been in residence for eight semesters and who have met the graduation requirements will be graduated. Students are entitled to attend for the full eight semesters even if they have completed the graduation requirements in fewer semesters, but must notify the College Registrar of their intent prior to the graduation date. A student who wishes to continue study after graduation must apply for admission as a special student.
 - c. Graduation with distinction: Students who rank in the top 10 percent of the college's graduates on the basis of the GPA for the last 60 credits completed at Cornell will be graduated with distinction.

STUDENTS

Undergraduate enrollment is approximately 3,000, with about 56 percent in the upper division. Each year about 850 students are graduated, while 650 freshmen and 250 transfer students are enrolled. Members of the faculty of the college serve as chairs of the Special Committees of about 1,000 graduate students.

Admission

The College Admissions Committee selects applicants who are academically well prepared and appear most likely to profit from the college's various curricula.

Most students come from New York State, but around 25 percent come from other parts of the United States or abroad. About half of the undergraduates are women. Approximately 11 percent are identified as members of minority ethnic groups.

Transfer Students

Approximately 18 to 20 percent of the ALS undergraduate students are transfers who have taken part of their collegiate work at community colleges, agricultural and technical colleges, or other four-year institutions. Many of them hold an associate degree.

A Cornell student in good standing may apply for intra-university transfer to pursue a course of study unavailable in his or her current college. Guidelines are available in the Admissions Office of the College of Agriculture and Life Sciences, 177 Roberts Hall. The procedure includes filing a transfer request and submitting a letter explaining reasons for making the transfer.

Consideration is given to students who have demonstrated an interest in their intended field of study, by taking appropriate prerequisite courses and courses within this area of study. Academic achievement is also considered. Students are seldom allowed to transfer during their freshman year.

In some cases a student may be referred to the Internal Transfer Division to study for one semester before entering the college. A second semester is considered under unusual circumstances. During this trial semester the student must achieve a predetermined average (usually 2.7) and take approved courses to assure acceptance.

Special Students

A limited number of non-degree candidates who want to take selected courses in the college are admitted each year. Applicants should submit the standard Cornell application, a resume of their work experience and a list of the courses they want to take. For more information, students should contact the Admissions Office, 177 Roberts Hall.

Part-time Students

All students in the College of Agriculture and Life Sciences are expected to be enrolled as full-time students in a registered program of study. Part-time students must register in the Division of Summer Session, Extramural Courses, and Related Programs. The Continuing Education Information Service, B-12 Ives Hall, provides information, counseling, and special programs for mature students throughout the university.

Off-Campus Students

Programs in which students study off campus but enroll for Cornell credit include SEA semester, field study in human ecology or industrial and labor relations, Albany programs, Cornell-in-Washington, student teaching, IPM internship, and clinical microbiology internship. Students intending to receive Cornell credit for work done off campus should inform the college registrar at the time of enrolling for courses to ensure that proper registration will occur.

Off-Campus Courses

Students in CALS are to be registered for at least twelve (12) hours of course work each semester. It is expected that students will not be enrolled in course work at another institution while they are enrolled at CALS.

One exception would be the joint enrollment agreement between Cornell and Ithaca College. Other exceptions would be reviewed by the Committee on Academic Achievement and Petitions. Students must petition *before* enrolling for a course elsewhere. The committee would approve such petitions only when there are compelling circumstances such as severe scheduling problems or no equivalent course available at Cornell. Enrolling in a course at another college to avoid taking it at Cornell is discouraged.

Leave of Absence

A student considering taking a leave of absence from the university should contact the Office of Student Services. A petition must be filed when requesting a leave of a semester or more. Students returning from a leave of absence do not need to reapply for admission; they should contact Student Services.

Withdrawal

A student who finds it necessary to leave the university permanently should file a petition for withdrawal. Such petitions are approved if the student is in good standing. Students who have withdrawn and who later decide to return must apply to the Admissions Office.

Graduation

Diplomas are prepared by the Office of the University Registrar and distributed to those who have completed the degree requirements and have been approved by the college faculty.

ADVISING AND COUNSELING SERVICES

Faculty members in the College of Agriculture and Life Sciences recognize that students need information and advice to make intelligent decisions while they are in college. They believe that personal contact on a one-to-one basis is an important way to identify individual differences and needs of students. Faculty members believe that they can and should be an important source of information and advice on both academic and personal matters. Thus they consider advising to be an important and integral part of the undergraduate program.

The Office of Student Services has overall responsibility for coordinating the college advising and academic counseling program. Each student enrolled in the college is assigned to a faculty adviser in the major field of study

for aid in developing a program of study and peer advisers are available to help with problems of a general nature relating to personal matters and campus life.

Student Services provides a variety of services for undergraduates in the College of Agriculture and Life Sciences. The staff is available to help students with academic, social, and personal concerns. In addition, learning skills information and tutoring is offered, at no charge, by the college's honor society, Ho-Nun-De-Kah. Assistance is also available for students considering submitting petitions for waiver of college regulations.

The office is located on the first floor of Roberts Hall (room 140). Appointments are not necessary and questions regarding services and procedures should be directed to Donald Burgett and the Student Services staff.

Minority students in the College of Agriculture and Life Sciences receive counseling, tutoring, advising, and referral to agencies that will meet their special needs. The Educational Opportunity Program (EOP) is a state-supported program intended to assist New York State students who meet specific economic and academic criteria set by the State Programs Office and the NYS Board of Regents. Eligible students are accepted during the admissions process.

For further information, please contact Catherine Thompson in 140 Roberts Hall.

The Office of Career Development offers a variety of services to all students and alumni of the college. Career development includes self-awareness and assessment, career exploration, decision making, and job search. Services are designed to assist students and alumni with those activities and to help them develop the career planning and job search skills they will find useful as their career paths progress and change.

An active on-campus recruitment program is integrated with the other services provided by the office. Extensive job vacancy files are updated daily and a bulletin of select job listings is published each month. The Career Library contains an extensive collection of current and useful material. The Sigi Plus system is a computer-assisted guidance system that can help in career and educational planning, providing useful information and ideas about work-related interests, skills and values, and occupations and careers. Internships, summer jobs, job search presentations, and assistance with resume writing are other activities of interest.

The office, in conjunction with a network of college faculty members, assists students throughout their undergraduate years. For further information students should contact William Alberta and the staff in 177 Roberts Hall.

Financial aid is administered through the university office in Day Hall. Endowment funds and annual donations provide supplemental aid for students in the college who are eligible for aid. Information about these college grants is available from the Office of Academic Programs in Roberts Hall, after students have a financial aid package established through the university office in Day Hall. Grants recommended by the college Financial Aid and Scholarship Committee are processed through the university's Office of Financial Aid.

A small loan fund is administered by the college through the Office of Academic Programs to assist students facing short-term emergencies. The loans are interest-free and are usually made for no more than ninety days. For information and an application form students should contact the Office of Academic Programs, Roberts Hall.

Academic Integrity Policy

The College of Agriculture and Life Sciences faculty, students, and administration support and abide by the university Code of Academic Integrity. Its principle is that absolute integrity is expected of every student in all academic undertakings: students must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or be a party to another student's failure to maintain academic integrity.

The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of the code are the responsibility of the students and the faculty. Therefore, all students and faculty members shall refrain from any action that would violate the basic principles of this code.

- 1) Students assume responsibility for the content and integrity of the work they submit, such as papers, examinations, or reports.
- 2) Students are guilty of violating the code if they
 - knowingly represent the work of others as their own
 - use or obtain unauthorized assistance in any academic work
 - give fraudulent assistance to another student
 - fabricate data in support of laboratory or field work
 - forge a signature to certify completion or approval
 - knowingly deprive other students of library resources, laboratory equipment, computer programs, and similar aids
 - in any other manner violate the principle of absolute integrity
- 3) Faculty members assume responsibility to make clear to students and teaching assistants specific regulations that apply to scholarly work in a discipline.
- 4) Faculty members fulfill their responsibility to
 - maintain in all class, laboratory, and examination activities an atmosphere conducive to academic integrity and honor
 - make clear the conditions under which examinations are to be given
 - make clear the consequences of violating any aspects of the code
 - provide opportunities for students to discuss the content of courses with each other and help each other to master that content and distinguish those activities from course assignments that are meant to test what students can do on their own without help from others

- state explicitly the procedures for use of materials taken from published sources and the methods appropriate to a discipline by which students must cite the source of such materials
- approve in advance, in consultation with other faculty members, which work submitted by a student and used by a faculty member to determine a grade in a course may be submitted by that student in a different course
- monitor the work and maintain such records as will support the crucial underpinning of all guidelines: the students' submitted work must be their own and no one else's

Cornell's Code of Academic Integrity spells out how individuals who have allegedly violated Cornell standards for academic integrity are to be confronted and, if found to be in violation of those standards, sanctioned. The code provides for informal resolution of most perceived violations through a primary hearing between the faculty member and the student involved. If necessary, a hearing before a hearing board follows.

The Academic Integrity Hearing Board for the College of Agriculture and Life Sciences consists of three elected faculty members, three elected student members, a chair appointed by the dean, and the coordinator of student services, who serves as a nonvoting record keeper. Professor J. Bugliari is the current chair.

Individuals who observe or are aware of an alleged violation of the code should report the incident to the faculty member in charge of a course or to the chair of the hearing board. General information and details on procedures for suspected violations or hearings are available from the Office of Student Services, 140 Roberts Hall.

ACADEMIC POLICIES AND PROCEDURES

Records

The college registrar maintains for each student a complete record of academic achievement. A permanent record card is on file for each matriculated student and is updated whenever new information becomes available. Staff members are available in Roberts Hall to consult with students regarding the assignment of credit toward meeting distribution and elective requirements and to verify the official summary of record.

The Committee on Academic Achievement and Petitions is a standing committee of six college faculty members and two students. On behalf of the faculty and subject to its review, the committee

- reviews, at the end of each semester and at other times as shall seem appropriate to the committee, the progress of all students not meeting academic requirements
- receives and acts upon petitions from individual students asking for exceptions from particular academic regulations or requirements of the college, or for reconsideration of action previously taken by the committee

- acts upon readmission requests from persons whose previous enrollment was terminated by the committee
- notifies the petitioner in writing of the action taken by the committee

Good academic standing means a student is eligible for, or has been allowed to register and enroll in, academic course work for the current semester. Whether an individual student is in good academic standing is determined by the college registrar and the Committee on Academic Achievement and Petitions.

A petition to be exempt from a college academic requirement or regulation may be filed by any student who has grounds for exemption. Forms are available in the Office of Student Services, 140 Roberts Hall.

A petition is usually prepared with the assistance of a student's faculty adviser, whose signature is required; it indicates the adviser's awareness of the petition. The adviser's recommendation is helpful to the committee. The committee determines whether there is evidence of mitigating and unforeseen circumstances beyond the control of the student that would warrant an exemption or other action.

Registration Procedures

All students must register with the university and this college at the beginning of each semester. Registration materials are available at a time and place announced each term by the Office of the College Registrar.

Course Enrollment Procedures

To enroll in courses, students pick up materials from the college Registrar's Office, 140 Roberts Hall; plan a schedule in consultation with their adviser; and return the completed forms to the Registrar's Office for verification and processing. Class lists are generated on the basis of the properly filed course enrollment forms.

To enroll in courses that involve independent study, teaching, or research, a student must file an independent study statement in addition to the course enrollment form. Students who will be studying off campus or abroad should file the intent to study off campus form to ensure that proper registration will occur. Both forms are available from the college registrar, 140 Roberts Hall.

Students may enroll again for a course in which they received a grade of F in a previous semester. The grade received the second time will be recorded and both grades calculated as part of their GPA.

Students should *not* enroll again for a course in which they received an incomplete. Instead, work for that course should be completed, and the instructor files an incomplete make-up form to assign the grade. An incomplete not made up by the end of two successive semesters of registration reverts to a failure. In the case of a graduating senior, incompletes revert to failures at the time of graduation.

Students enrolled in a two-semester course will receive an R at the end of the first semester and should enroll again for the same course the second semester. The letter grade will be recorded for the second semester when all work for the course is completed. A note on the transcript will explain the two grades for the same course.

A student is held responsible for and receives a grade for those courses in which he or she enrolls unless the student officially changes such enrollment. All changes in courses or credit, grading options, or sections must be made by the student at the Registrar's Office, 140 Roberts Hall, on an official form provided for that purpose.

Add/Drop/Changes are made by filing properly signed forms in the Registrar's Office, 140 Roberts Hall. Approval and signature of the faculty adviser and course instructor are required to add or to drop a course.

Students may add courses and change grading options or credit hours where applicable during the first three weeks of the term and may drop courses until the end of the sixth week.

Students wishing to withdraw from a course after the end of the sixth week must petition to the college Committee on Academic Achievement and Petitions. A form is available in Student Services, 140 Roberts Hall. Requests for course changes are approved only when the members of the committee are convinced that unusual circumstances are clearly beyond the control of the student. The committee assumes that students should have been able to make decisions about course content, total work load, and scheduling prior to the end of the sixth week of the semester.

If the petition to drop a course is approved after the end of the eighth week of classes, the course remains on the student's record and a W (for "withdrawal") is recorded on the transcript.

Grade Reports

Grade reports for the fall term are included in spring term registration materials; grade reports for the spring term are mailed by the office of the university registrar to students at their home addresses unless alternative addresses are reported to the college or university registrar by mid-May.

Academic Deficiency Policies

At the end of each semester, the Committee on Academic Achievement and Petitions reviews the records of those students who in any respect are failing to meet the academic requirements of the college or who persistently fail to attend classes. In case of students not making satisfactory progress, the committee takes appropriate action, including, but not limited to, issuing warnings to students, placing them on probation, suspending them, decreeing that they may not reregister, granting them leaves of absence, and advising them to withdraw.

Specifically, the committee considers as possible cause for action failure to attend and participate in courses on a regular basis or, at the end of any semester, failure to attain one or more of the following:

- semester GPA of at least 1.7
- cumulative GPA of at least 1.7
- satisfactory completion of 12 or more credits per semester
- reasonable progress toward completion of distribution requirements
- appropriate completion of college and university requirements

In general terms, regular participation in course work with academic loads at a level sufficient to assure graduation within eight semesters and grades averaging C- (1.7) or higher are prima facie evidence of satisfactory progress.

HONORS PROGRAM

The Bachelor of Science degree with honors will be conferred upon those students who, in addition to having completed the requirements for the degree of Bachelor of Science, have satisfactorily completed the honors program in their area of major interest and have been recommended for the degree by the honors committee of that area.

An undergraduate wishing to enroll in the honors program must have completed at least 55 credits, at least 30 of the 55 at Cornell. Also, the student must have attained a cumulative grade-point average of at least 3.0 at the time of entry.

Interested students must make written application no later than the end of the third week of the first semester of their senior year, but are encouraged to make arrangements with a faculty member during the second semester of their junior year. An application form is available from the college registrar, 140 Roberts Hall, or from the area committee chair. (Biological sciences students should get applications at 200 Stimson Hall.)

Written approval of the faculty member who will direct the research and of the honors committee in the area is required. After the college registrar verifies the student's grade-point average, the student will be officially enrolled in the honors program.

Academic credit may also be earned by enrolling in an appropriate independent study course. When applying for admission to the program, the student may, if appropriate, submit a budget and a modest request for funds to cover some of the costs the student incurs in doing the research.

The honors committee for each area recommends to the college registrar those students who qualify for honors. Only those who maintain a GPA of at least 3.0 will be graduated with honors.

Students in the College of Agriculture and Life Sciences wishing to participate in the honors program must be accepted in one of the program areas approved by the faculty. Students are not eligible for honors by participating in a program offered by another college or administrative unit.

Animal Sciences

Faculty committee: H. F. Hintz, chair; P. A. Johnson, R. L. Quaas

The objective of the animal sciences honors program is to provide outstanding undergraduates with the opportunity to pursue supervised independent research and to develop an awareness of the scientific process. It is expected that the research will require significant effort and creative input by the student in its design and execution and in the reporting of the results.

Those students with majors in animal sciences who are interested in doing an honors project should consult with their faculty advisers early in their junior year. All students are expected to meet the college requirements in qualifying for the program and to complete the following:

- Identify a potential honors project sponsor (i.e., a faculty member working in the animal sciences) and secure that faculty member's commitment to sponsor the student in the honors project. That should be accomplished early in the second semester of the junior year.
- Preregister during the spring semester for AS 496, Animal Sciences Honors Seminar, which is offered in the fall semester.
- Register for 3 credit hours of AS 499, Undergraduate Research, for the research project during a semester prior to that in which the honors thesis will be completed. Additional AS 499 credit on other topics may be taken in earlier semesters if the student so desires. AS 499 credit will not be given during the last semester of the student's honors project.
- Participate in AS 402, Seminar in Animal Sciences, during the spring semester and report on and discuss the project and results.
- Submit a written thesis to the honors committee and to a selected external reviewer by the scheduled deadline. Specific information regarding deadlines, format, and organization for the thesis will be provided.
- Meet with the honors committee for a short oral defense of the thesis following a review of the thesis by the student's sponsor, the external reviewer, and the honors committee.

Details pertaining to the specific requirements of the program can be obtained from the office of the committee chair, 324 Morrison Hall.

Biological Sciences

Students interested in the honors program in the biological sciences should consult with their faculty advisers early in their junior year. See "Independent Research and Honors Program" in the Biological Sciences section of this catalog for complete details. Applications and details pertaining to the program requirements may be obtained from the division's Office for Academic Affairs, 200 Stimson Hall. Information on faculty research activities is available in the Behrman Biology Center, 216 Stimson Hall.

Entomology

Faculty committee: W. L. Brown, Jr., chair; D. Pimentel, M. J. Tauber

An honors program in the area of entomology may be pursued by any qualified student in the College of Agriculture and Life Sciences (see the requirements at the beginning of this section). The student need not be specializing in entomology. Insects, because of their variety, small size, and easy availability, are convenient subjects for study in a wide array of problems dealing with living systems. Short life cycles, unique physiologies and developmental patterns, and species with easily managed colony requirements and a wide range of behavioral traits provide the raw material for honors study. Cornell's diverse

faculty interests and extensive collections and library in entomology are also major assets if a student selects entomology as the area for honors study.

The honors committee requires that an undergraduate who is interested in embarking upon an honors project proceed with the following steps:

- Discuss the matter with his or her academic adviser, preferably in the junior year, so that a research project can be carefully planned. The possibility of conducting some research during the junior year and/or summer should be discussed.
- Discuss the project with an appropriate faculty member in the Department of Entomology who can serve as a supervisor to oversee the honors research. (The faculty adviser will be of assistance in determining which faculty entomologist might be the best supervisor, the decision being based primarily on available faculty members' areas of expertise.)
- Prepare a brief, tentative plan for the project for discussion and approval of the honors project supervisor. The plan should include a statement of objects or hypotheses, proposed methods for testing hypotheses, needs for laboratory space or shared equipment, and a budget outlining financial support needed for travel and supplies.
- Present a completed application to the chair of the entomology honors committee no later than the end of the third week of the first semester of the senior year. Earlier submission is encouraged.
- Submit a brief progress report, approved by the project supervisor, to the entomology honors committee by midterm of the semester in which the student will complete his or her graduation requirements.
- Present a formal seminar reporting the significant findings of the research to the Department of Entomology (preferably as a Jugatae seminar) in the last semester of the senior year.
- Submit two copies of the final project report (honors thesis) to the chair of the entomology area honors committee no later than two weeks before the last day of classes in the semester in which the student anticipates graduation. The thesis will be reviewed by the faculty honors project supervisor and one other referee from the department honors committee. The committee will return the thesis to the student one week before the last day of classes. If reviewers indicate that changes must be made, the revised thesis should be submitted to the chair no later than the last day of classes.

Natural Resources

Faculty committee: M. E. Richmond, chair; J. W. Kelley, R. J. McNeil

The honors program in natural resources provides an opportunity for undergraduates to participate in independent research in the areas of fisheries and aquatic science, forest science, wildlife science, ecotoxicology, and conservation. The subject matter and nature of the research experience may be quite varied in this

program but require the guidance and supervision of a faculty member with substantial interest and expertise in the problem area chosen.

In addition to meeting requirements of the college, the student is expected to do the following:

- Register for the honors program in the junior year or earlier.
- Select a faculty adviser who will help identify and formulate a research problem.
- Carry out an independent research effort that is original and separate from the work of others who may be investigating similar subjects.
- Describe and summarize the work in the format of a conventional master's thesis or in the form of a scientific paper ready for journal submission. About half of the theses have been published.
- Work closely with at least two faculty or staff members who will agree to serve as readers for the thesis. Provide readers with a copy of the guidelines for evaluation of honors theses, available from the department's honors program committee.

Nutritional Sciences

Faculty committee: R. Parker, chair; L. Stephenson

The honors program in nutritional sciences is designed to provide the academically talented undergraduate with the opportunity to become involved in a faculty research program. This program is available to students majoring in nutrition, food, and agriculture. Students are selected in the spring semester of the sophomore year on the basis of scholastic achievement, cumulative grade point average, and motivation for independent study. Students interested in participating in the honors program should consult their faculty advisers or contact committee chair Professor R. Parker, 113 Savage Hall, and submit their application to the honors committee.

In addition to meeting requirements of the college, to qualify for graduation with honors, students must:

- Maintain high scholastic achievement.
- Satisfactorily complete the junior seminars, NS 398 and 498. Students are required to complete biochemistry by the end of the first semester of the junior year, and strongly encouraged to complete NS 332, Laboratory Methods in Nutritional Sciences, by the end of the junior year.
- Satisfactorily complete NS 499, Honors Problem, with a minimum of 6 credits, during the senior year. To do so they must (1) attend a one-hour senior seminar, fall and spring, (2) plan and carry out an independent research problem in consultation with a faculty adviser, (3) submit for approval a written thesis to the division honors committee, (4) present a final seminar on their research, and (5) register for honors with the ALS college registrar by the first two weeks of the senior year.

A copy of the honors program guidelines are available in the division's Academic Affairs Office, 335 Martha Van Rensselaer Hall, or from the honors chair.

Physical Sciences

Faculty committee: J. W. Sherbon, chair; G. W. Fick, C. E. McCulloch, J.-Y. Parlange

The honors program in physical sciences provides outstanding students with an opportunity to do independent research under the supervision of a faculty member in the Departments of Agricultural and Biological Engineering; Soil, Crop, and Atmospheric Sciences; Food Science; or in the Biometrics Unit.

Students must be enrolled in the program for a minimum of two semesters and must also enroll in the appropriate departmental independent study course for a total of at least 6 credits. They must submit a report of their research to the honors committee at least four weeks prior to the end of instruction of the semester in which they expect to graduate.

Details of the program can be obtained from the chair of the physical sciences honors committee.

Plant Sciences

Faculty committee: A. M. Petrovic, chair; L. L. Creasy, R. L. Obendorf

Before acceptance into the program, students must submit to the chair of the plant sciences honors committee a completed application and a one-page tentative project proposal by the end of the second week of classes in the first semester of their senior year. The project proposal should include a clear statement of the objective(s) of the research, methodology, and needs for space, equipment, and supplies (attached budget required). The proposal must be accompanied by a letter from the faculty supervisor stating that he or she has seen and approved the project plan. Full committee approval is needed for acceptance into the program.

Completion of the honors program in plant sciences requires two copies of a report of independent research in the honors program to be submitted to the chair of the honors committee before the last day of classes of the semester in which the degree is sought. The report should be written in the format for research publication required by that discipline of plant science in which the student is enrolled. The report must be accompanied by a letter of recommendation from the supervisor of the research, that letter reflecting the supervisor's familiarity with the research and providing an evaluation of the performance and a recommendation for graduation with honors.

The honors committee will review the report, and, if a majority of the committee votes favorably, the chair will recommend graduation with honors for that student in a letter to the director of academic programs. One copy of the report will be returned to the student. The other will be shelved in Mann Library.

Social Sciences

Faculty committee: T. A. Hirschl, chair; J. M. Conrad, E. J. Haller, D. F. Schwartz

Acceptance into the behavioral and social sciences honors program of the College of Agriculture and Life Sciences is contingent on meeting all the criteria described above, on information in the student's written application, and on a detailed thesis proposal. The application and proposal are due no later than

the third week of the first semester of the senior year. Each student is encouraged to begin working on this proposal with a prospective faculty thesis adviser during the first semester of the junior year. The purpose of the proposal is twofold. First, it formalizes a plan of study and establishes a set of expectations between the student and his or her faculty adviser. Second, the Honors Committee reviews the proposal to determine whether it is consistent with honors thesis requirements, and to make suggestions for improvement.

The proposal must be 5–10 typed, double-spaced pages in length and include the following sections:

- **Research Topic:** This section should contain a statement of the problem to be studied or the topic of interest. The relevant literature should be briefly reviewed and the background of the problem or topic discussed; a more extensive bibliography should be included.
- **Research Questions/Empirical Hypotheses:** This section should contain specific questions to be answered or hypotheses to be empirically tested via collection of data and statistical analysis or some other mode of analysis accepted in the social sciences.
- **Research Methods:** This section should contain a discussion of models to be constructed, data collection procedures (including survey instruments or experiments, if appropriate), and methods of analysis.
- **Expected Significance:** What new knowledge or information is likely to be forthcoming and why is it important?

Faculty advisers must be members of the graduate faculty. Exceptions to this rule will be granted for persons with special expertise who are deemed capable of thesis supervision; exceptions will be granted pending petition to the social science honors committee. Students may register for independent study directed by the faculty adviser in conjunction with an honors project.

Honors degrees are awarded upon approval of the honors thesis by the social science honors committee. The research should deal with a substantive issue within one of the fields in the social sciences. Both the results of the research and the methodology (or the argument by which the results were achieved) must be reported. Reviews of the literature, practical conclusions or applications, or broad characterizations of an area of inquiry may constitute part of the research report but are not themselves sufficient to count as research.

Honors theses should be written according to the form of any standard journal within the appropriate fields. Four copies of the thesis must be submitted to the chair of the social science committee no later than three weeks before the last day of classes of the semester for which the degree is sought. A supporting letter from the faculty member supervising the work also must be submitted. Approval of the thesis requires a majority vote of the honors committee.

INTERCOLLEGE PROGRAMS

The College of Agriculture and Life Sciences does not participate in any dual-degree programs. Study for the Bachelor of Science is the only undergraduate degree program offered.

The College of Veterinary Medicine may accept students who are then permitted to double-register in their seventh or eighth semester and complete requirements for the Bachelor of Science degree in the College of Agriculture and Life Sciences. Students should consult with the college registrar, 140 Roberts Hall, to ensure that degree requirements have been fulfilled.

Students who have been offered admission to the S. C. Johnson Graduate School of Management upon completion of the B.S. degree in Agriculture and Life Sciences may take a program of management courses in their senior year if it is approved by their college faculty adviser as part of their undergraduate program. In certain cases an "upset" tuition charge, equal to the endowed undergraduate tuition rate, will be applied for undergraduate statutory college students taking excess credit hours from endowed colleges and schools. Inquiries should be directed to the university bursar.

Students in the Field Program in Agricultural and Biological Engineering are usually enrolled in the College of Agriculture and Life Sciences during the freshman and sophomore years and jointly enrolled in this college and the College of Engineering in the junior and senior years. Students pay the engineering college tuition in the junior year. The curriculum is accredited by the Accreditation Board for Engineering and Technology. The B.S. degree is awarded in cooperation with the College of Engineering.

The Program in Landscape Architecture is cosponsored by the Department of Floriculture and Ornamental Horticulture in the College of Agriculture and Life Sciences and by the College of Architecture, Art, and Planning. The program offers a first professional degree curriculum in landscape architecture at both undergraduate and graduate levels, as well as a graduate second professional degree program.

The Division of Nutritional Sciences is an intercollege unit affiliated with the College of Human Ecology and the College of Agriculture and Life Sciences. The undergraduate nutrition major is based in the College of Human Ecology. Students in Agriculture and Life Sciences may study nutrition in areas such as animal sciences; food-industry management; food science; microbiology; nutrition, food, and agriculture; and fruit or vegetable science. Students may also plan a concentration in biological sciences or a concentration in general studies in agriculture to include a human nutrition component.

The Program on Science, Technology, and Society is an academic unit that engages in teaching and research involving the interactions of science and technology with social and political institutions. The program draws its students, faculty, and research staff from the various divisions of the university, including the College of Agriculture and Life Sciences. It offers an interdisciplinary undergraduate curriculum in Biology and Society. A concentration in general studies in the agriculture major may be planned in consultation with a faculty adviser to include a biology

and society component. Further information, including a list of courses, may be obtained from the program office, 632 Clark Hall.

The American Indian Program (AIP) is a multidisciplinary intercollege program with instructional, research, and extension components. The instructional core consists of courses focusing on American Indian life with emphasis on the Iroquois and other Indians of the Northeast. A description of the program and general information is available from the director of the American Indian Program, Caldwell Hall.

The Comparative and Environmental Toxicology Program is an interdisciplinary intercollege program with research, teaching, and cooperative extension components coordinated by the Institute for Comparative and Environmental Toxicology (ICET). Courses are cosponsored by academic departments in several colleges of the university. A description of the program and general information is available from the director of the program through the ICET office, 16 Fernow Hall.

The Cornell Laboratory of Environmental Applications of Remote Sensing (CLEARs) is an interdisciplinary intercollege center with teaching, research, and extension components affiliated with the College of Agriculture and Life Sciences and the School of Civil and Environmental Engineering. A description of the program and general information is available from the director through the CLEARs office in Hollister Hall.

OFF-CAMPUS STUDY PROGRAMS

Study off campus is of two types: (1) credit may be earned at another institution and transferred to Cornell, or (2) credit may be earned in Cornell courses that require off-campus activity.

An Intent to Study Off Campus form should be filed with the college registrar before leaving campus. Tuition may be reduced. In some cases stipends or cost of living allowances are provided. Students should consult with the Office of Financial Aid if receiving financial aid and clear all accounts with the bursar prior to departure.

Students who plan to enroll in courses at another institution in the United States must petition for a leave of absence. Courses should be selected in consultation with the faculty adviser.

Albany Programs

Study off campus in Albany, the New York State capital, provides a unique opportunity to combine career interests with academic and legislative concerns. Students receive an intensive orientation to state government and attend a lecture-seminar program composed of three two-credit components and offered by professors-in-residence. An internship experience, supervised by an internship committee, provides up to six academic credits. Independent study and research courses offered by the various departments in ALS and/or courses offered by academic institutions in the Albany areas may be elected.

Three opportunities are available. The Assembly Intern Program provides a placement with a member of staff of the New York State

Assembly. The Senate Assistants Program has placements with New York State senators and selected staff. The Albany Semester Program provides experience with a state agency such as the Departments of Environmental Conservation, Education, or Labor.

Applicants are screened by the ALS Internship Committee in the term prior to assignments. Those accepted should plan a program of study in consultation with their faculty adviser. At least twelve credits must be carried to meet the residence requirement. Seniors should note that the last term average must be 1.7 or above.

All interns will audit the orientation sessions and meet participation requirements in at least two of the lecture-seminar sections. The paper required in each section constitutes an independent study project to be directed and evaluated by a Cornell faculty member in an appropriate discipline. Normally a faculty member will not sponsor more than one of the independent study courses for any one student. To receive academic credit for the internship, students enroll in ALS 400, for an S-U grade only.

Information and applications are available in the Career Development Office, 177 Roberts Hall.

Cornell-in-Washington

Students in all colleges apply for the Cornell-in-Washington program through the Department of Government, 134 McGraw Hall. ALS students admitted to the program should file the off-campus study form with the college registrar prior to leaving campus. Selection of courses should be made in consultation with an academic faculty adviser to assure that the courses are appropriate for the degree program being pursued. The course enrollment forms should be filed in the office of the college registrar as soon as course selection is completed and approved.

SEA Semester

The Sea Education Association is a nonprofit educational institution offering ocean-focused academic programs and the opportunity to live, work, and study at sea. Science, the humanities, and practical seamanship are integrated in small, personal classes. The 17-credit program is twelve weeks in length. Six weeks are spent in Woods Hole, the following six weeks are spent on either one of SEA's two sailing vessels: the R/V Westward, or the R/V Corwith Cramer. For more information, students should contact the Cornell Marine Programs office, G14 Stimson Hall. ALS students should file the intent to study off campus form with the college registrar as early as possible to ensure proper registration and enrollment in courses.

Shoals Marine Laboratory

The Shoals Marine Laboratory, run cooperatively by Cornell University and the University of New Hampshire, is a seasonal field station located on 95-acre Appledore Island off the coast of Portsmouth, New Hampshire, in the Gulf of Maine. SML offers undergraduate, beginning graduate students, and other interested adults a unique opportunity to study marine science in a setting noted for its biota, geology, and history. Please refer to "Courses in Marine Science," under the section on the Division of Biological Sciences, for a list of courses offered.

For more information, contact the Shoals Marine Laboratory office, G14 Stimson Hall, 607-255-3717.

Internships

Several departments in the college offer supervised internships for academic credit. Arrangements should be made with the offering department for assignment of a faculty member who will be responsible for placement, for planning the program of work, and for evaluation of student performance.

For internships not governed by an established internship course, the student must enroll in a 497 course for the number of credits to be assigned. If the work is done during the summer, the student must enroll in the Cornell summer session for the agreed-upon credits.

In cases where the work is not done at Cornell, the awarding of credits depends upon a prior contractual arrangement between a Cornell professor and the student. Specific terms for receiving credit and a grade should be recorded, using the Independent Study, Research, Teaching, or Internship form, available in the Registrar's Office, Roberts Hall.

A maximum of 15 (pro-rated for transfer students) of the 120 credits required for the degree may be taken in internships, independent study courses, and undergraduate teaching or research. A maximum of 6 credits per term may be earned in independent study. No more than 6 of the 15 credits allowed for independent study may be awarded for internships consisting of off-campus work experiences that do not have the continued presence of a Cornell faculty member. The 6-credit allotment includes transfer credit and credit for internships in other colleges at Cornell. The 6-credit limit does not apply to secondary, postsecondary, and cooperative extension teaching internships in the Department of Education.

The College of Agriculture and Life Sciences does not offer a field study option. In general, a rather narrow view is taken towards awarding academic credit for work experience, "life" experience, or apprenticeships. Credit will only be assigned or accepted in cases where a professor is directly involved in determining both the course content and in evaluating a student's work. The awarding of credit will not be allowed in cases where a student brings to the college or to a professor a description of a past experience and requests credit nor in cases where the student has received financial remuneration.

All students enrolling for an internship must file an independent study, research, teaching, or internship form with the Office of the College Registrar. If the study is to take place off campus, the Intent to Study Off Campus form should also be filed with the college registrar.

Overseas Academic Programs

The Cornell Abroad program is open to students in all colleges of the university. Students in the College of Agriculture and Life Sciences should consult with their faculty adviser and the college registrar to ensure that credit received for academic work abroad will meet requirements for graduation. The Office of Student Services, 140 Roberts Hall, has information and application forms.

Cooperative arrangements with the University of Reading, in England, and the University of Dublin, in Ireland, enable the college to endorse several students for a year of study under a tutor in those schools. The Swedish exchange program is operated in cooperation with the Agricultural College of Sweden at Uppsala. The ALS student selected to participate in the Swedish exchange spends the junior year at Uppsala. All essential expenses in Sweden, including a living allowance, are provided by a student group there. Round-trip air transportation must be paid by the student. An exchange student from Uppsala spends a year at Cornell, supported by the college and the Cornell student in Sweden. A similar program is operated in cooperation with ITESM in Monterrey, Mexico.

MAJOR FIELDS OF STUDY

The college curriculum emphasizes the biological and physical sciences and the technology basic to the study of agriculture and life sciences. The sixteen major program areas reflect the departmental academic effort in the college. Faculty curriculum committees in each area identify a sequence of courses appropriate to all students studying in that field. Courses of study are designed to provide systematic development of basic skills and concepts. Opportunity for concentration in an area of particular interest is usually available.

Programs are planned with considerable flexibility, allowing students to prepare for careers, graduate work, professional opportunities, and the responsibilities of educated citizens. Course requirements in each program area are different, but all students must meet minimum distribution requirements of the college.

Agricultural and Biological Engineering

Agricultural and biological engineering is a field of engineering application wherein the engineering, biological, environmental, agricultural, and social sciences are applied primarily to problems of producing food, feed, and fiber, while at the same time conserving our natural resources and the quality of our environment. Increasingly important aspects of the field are engineering applications related to biotechnology, the environment, and international engineering. As a field of engineering application, agricultural and biological engineering is rapidly evolving to encompass new uses of electronics and computers, advances in the biological sciences, and engineering analysis applied to systems ranging from microcosms, such as carbon dioxide diffusing into leaf stomatal cavities, to entire ecosystems surrounding rivers and lakes.

Because agricultural and biological engineers work at the interface between the biological and physical sciences, they must be knowledgeable in each. They are educated in mathematics, physics, chemistry, and the engineering sciences; and in biology and the agricultural and social sciences. It is the mix of engineering and biology that makes Agricultural and Biological Engineering unique.

The undergraduate program area offered by the Department of Agricultural and Biological Engineering includes three distinct academic programs: Agricultural Engineering, Environmental Systems Technology, and Agricultural

Systems Technology. The department is located in Riley-Robb Hall and operates specialized facilities that are among the largest and most complete of their kind in the world.

The agricultural engineering program has four concentrations—Agricultural Engineering, Biological Engineering, Environmental Systems, and Food Engineering—and is intended for students who are particularly interested in the theoretical and fundamental aspects of engineering required for design and research. Students in this program must be highly motivated and have strong aptitudes for mathematics and the sciences. Biological, social, and agricultural sciences are integrated into this program, but mathematics and the physical sciences dominate. The program is accredited by the Accreditation Board for Engineering and Technology and is jointly sponsored by the New York State College of Agriculture and Life Sciences and the College of Engineering. Students register in both colleges during their junior and senior years, with the primary college being the College of Engineering during the junior year, then the College of Agriculture and Life Sciences during the senior year. Because the agricultural engineering program is a nationally accredited engineering program, it is more structured than the two technology programs.

The agricultural engineering program provides excellent preparation for a variety of positions in industry and public agencies, and qualified graduates often continue study in a Master of Engineering, Master of Science, or doctoral degree program, or in veterinary science or medicine. For specific course requirements and other information for the agricultural engineering program, see the section on the College of Engineering in this same publication.

The two technology programs emphasize applied and technical aspects of agricultural, biological, and environmental sciences. These programs incorporate courses in basic biological and physical sciences and mathematics as well as engineering and technology, agriculture, business, social sciences, and liberal studies. The student develops his or her own program of advanced and elective courses in consultation with a faculty adviser, and may have an informal minor in an area such as communication, business, education, or international agriculture.

Specific course distribution requirements for the academic programs in technology include:

A. Basic Subjects		Credits
1. Calculus		8
2. Chemistry		6
3. Physics		8
4. Introductory biological science		6
5. Computer applications		4
6. Statistics or probability		3
7. Economics		3
8. Oral communication		3
B. Advanced and Applied Subjects		
1. Five courses in the agricultural, biological, or environmental sciences		15

2. Five engineering courses at the 300 level or above; at least 9 credits in agricultural and biological engineering 15

C. Electives

Additional courses to complete college requirements

D. Total (minimum) 120

For further details on the agricultural engineering and technology programs, see the department's undergraduate programs publication, available at 204 Riley-Robb Hall, or telephone the Coordinator of Instruction for the programs, at 255-2483.

Animal Sciences

The animal sciences program area offers a coordinated group of courses dealing with the principles of animal breeding, nutrition, physiology, management, and meat science. While emphasis in subject matter is directed toward farm-animal species, including dairy and beef cattle, horses, poultry, pigs, and sheep, laboratory and other species are used in research and teaching programs as well. The departments have extensive facilities for raising animals and well-equipped laboratories and classrooms, including a teaching barn, in which students can gain practical experience in the care and management of large animals at a convenient location on campus.

The program focuses on the application of science to the efficient production of animals for food, fiber, and pleasure and easily accommodates a variety of interests and goals. Beyond a core of basic courses (suggested minimum, 12 credits) students select production (minimum, 6 credits) and advanced (minimum, 6 credits) courses to fulfill an individually tailored program worked out in consultation with their advisers. In this way it is possible to concentrate by species as well as by subject matter (nutrition, physiology, growth biology, breeding, management). Dairy management, for example, is a popular program among students who may be preparing to manage a dairy farm or enter a related career. For each of these subject areas, supporting courses in other departments are readily available and strongly encouraged. Thus, some students elect a program emphasizing supportive preparation in the basic physical and biological sciences appropriate to graduate or professional study following graduation. Others elect a program heavily oriented toward economics and business in preparation for a career in the poultry, dairy, meat-animal, horse, feed, or meats industry. Those are but two examples of the programs that can be developed to meet a student's career interests.

It is highly recommended that students obtain appropriate fieldwork experience during summers. Several special training opportunities exist for highly motivated students. Upperclass students whose academic records warrant it may, by arrangement with individual faculty members, engage in research (either for credit or for honors) or assist with teaching (for credit). The Dairy Management Fellows program and the Livestock Fellows program offer an equally challenging but different type of experience for a highly select group of students.

Applied Economics and Business Management

The undergraduate program in applied economics and business management is based in the Department of Agricultural Economics. Courses in agricultural economics are supplemented with others in related areas such as computer science, economics, sociology, history, government, industrial and labor relations, hotel administration, consumer economics, animal sciences, plant sciences, natural resources, mathematics, and statistics.

Five areas of specialization are offered:

Agribusiness management is designed for students who have a special interest in the economics and management of businesses that provide services for the agricultural sector of the economy.

Agricultural and applied economics provides a general program in the economics of the agricultural sector and of resource use. It is an appropriate major for those students who (1) are interested in applied economics; (2) want to survey offerings in agricultural economics, such as management, marketing, economic development and policy, public affairs management, and resource economics; and (3) want to prepare for graduate work in agricultural economics. It is an appropriate option for those interested in the application of the principles of economics to problems in both the public and private sector.

Business management and marketing applies the principles of economics and the tools of management to prepare students for careers in business. Special emphasis is given to developing decision-making skills and to the study of the structure and practices of business institutions. Market analysis, sales, banking, merchandising, production management, and general business management are careers for which students may prepare.

Farm business management and finance is intended for students with farm experience who are interested in farming or in preparing for work in farm management or farm finance, in cooperative extension, or in farm cooperatives.

Food-industry management is designed for students interested in management or sales positions with the processing, manufacturing, or distribution segments of the food industry.

In planning a course schedule, students must work closely with their faculty adviser. Each area of specialization has its own unique set of required and recommended courses, yet all the areas have enough flexibility to satisfy the interests and abilities of each individual student.

Biological Sciences

The program of study in biology is offered by the Division of Biological Sciences. Students enroll in either the College of Agriculture and Life Sciences or the College of Arts and Sciences.

Programs of study within the biology major include general biology; animal physiology and anatomy; biochemistry; botany; cell biology; ecology, systematics, and evolution; genetics and development; microbiology, neurobiology and behavior; and an independent study option. Programs of study are described under the Division of Biological Sciences.

Communication

Everyone relates to others through the process of communication. Whether these human linkages are personal or through the mass media, there is an increasing need for individuals who can help establish communication relationships and make them more efficient and effective. Individuals who are able to do this must have good communication skills themselves and must comprehend the social psychology of human communication. Students in the Department of Communication have the opportunity to learn both the social science underlying human communication and the most effective means of adapting written, interpersonal, audio, and visual communication to audiences. The curriculum emphasizes learning communication theory along with communication skills.

Students elect one of five different sequences by the beginning of their junior year: public communication, electronic media, publication, interpersonal communication, or science communication. Each sequence has a required core of courses that includes Theories of Human Communication, Introduction to Mass Media, Visual Communication, and Oral Communication.

Public communication prepares students for careers as communication, information, or public relations specialists in a wide variety of organizations. Required courses for this sequence include communication planning and strategy, survey research, communication in organizations, and visual communication. There is heavy emphasis on developing writing skills.

Electronic media is a special track within the public communication sequence emphasizing structure and application of electronic media. The track prepares students for careers in electronic media or information agencies in which they must work with electronic media. Required courses include electronic media production, visual communication, media writing, and mass media industries. There is an emphasis on planning and writing skills, and on development of an in-depth understanding of media industry audiences and economic structure.

Publication provides an excellent background for working as an editor or writer in virtually any organization. Such work might include preparing annual reports, editing an employee newspaper, writing sales or marketing literature, or writing news stories. Required courses for this sequence are taken in writing, media law, publication design, and communication theory. Students serve as staff members for the Cornell Countryman for one or two terms. The publication sequence provides students with a good background for science communication.

Interpersonal communication coupled with a carefully designed concentration prepares students for careers in human service professions, such as personnel administration, training, or sales and consulting. The sequence also may be used to prepare for graduate study in communication and other social sciences. Required courses for this sequence are taken in communication theory, survey research, and persuasion. Electives include such courses as small group communication, listening, intercultural communication, and organizational communication.

Science communication combines the superior resources of Cornell's natural and social science courses with a broad range of courses in communication principles and skills to offer students the background needed to succeed in positions that involve the communication of scientific and technical information. The sequence emphasizes courses in writing and those involving production in various media. The sequence is appropriate for those who are interested in communicating with the general public or with scientific and technical constituents.

In addition to the requirements for a sequence, a concentration of at least 12 credits outside the department is required. The concentration helps orient students to a communication career in either a business, government, education, or public service organization or to a very specific profession such as agribusiness public relations or science communication.

Students are strongly encouraged to seek practical communication experience through part-time or summer employment, the department's internship course, or the campus media. Work experience contributes to a portfolio of professional materials that is invaluable in obtaining a position in communication.

Detailed descriptions of the sequences and the guidelines for the selection of elective courses are available from the Department of Communication, Kennedy Hall.

Education

The focus in the Department of Education is on how teaching and learning take place in school and nonschool settings, as well as on the role of education in our society. Students study concepts and develop competencies necessary to analyze educational situations critically and to plan, implement, and evaluate educational programs. Students in the program area take a core curriculum:

- A course in general psychology (e.g., Psychology 101)
- A course in educational psychology (e.g., Education 311, 317)
- A course in the social and philosophical foundations of education (e.g., Education 271, 370, 378, 472)
- A field experience (e.g., Education 420, 430, 498)

Three specializations and two teacher certification programs are available at the undergraduate level.

Agricultural Extension and Adult Education

Agricultural extension and adult education is a program that combines preparation in both the agricultural and social sciences. The program prepares students for teaching careers in agriculture/biotechnology in public schools, Cooperative Extension and extension and adult programs of agricultural businesses, government agencies, and a variety of private and not-for-profit organizations. Students take a college program that includes a balance of courses in education as well as courses on a technical area of agriculture/biotechnology, community/economic development, natural resources, human ecology, or communication. Education courses in issues in education, teaching and learning, methodology, and instructional applications of microcomputers prepare students to succeed as educators in a broad range of careers.

Courses are selected to develop professional leadership and teaching competence. Students may elect to focus their study on one or more of these areas: agricultural education, extension education, or adult education. As an alternative, students may elect to major in one of the college's technical departments and co-advise to prepare in one or more of the three areas of agricultural, extension, and adult education. Further information is available from the agricultural extension and adult education coordinator, Kennedy Hall (Tel: 607/255-2197).

Educational Psychology. Studies in educational psychology have traditionally focused on teaching and learning in schools. Yet schools are only one location in which learning and teaching take place. An undergraduate emphasis in educational psychology at Cornell applies principles of teaching and learning to educational enterprises, broadly defined.

While graduate study is still required for many careers in psychology, an undergraduate emphasis in educational psychology provides excellent preparation for graduate work or for many post-baccalaureate positions. Educational psychologists develop and/or supervise training programs in business, industry, the military, and government; design and evaluate curriculum and instructional materials for publishers; develop tests for educational and professional associations; evaluate social programs; work in human resource management; and conduct applied research for educational research organizations.

Students interested in concentrating their studies in educational psychology complete a total of 21 hours in educational psychology and related courses. Working with a faculty adviser a student may design a program in one of a variety of applied areas: Instructional Systems Design and Development; Human Relations; Measurement and Evaluation; Individual and Social Development; or the Educational Psychology of Human Development.

Students interested in careers in educational psychology should apply for admission to the Education Department. For more information regarding a concentration in educational psychology, contact: Coordinator, Educational Psychology Program, Education Department, Kennedy Hall.

General Education. By selecting courses in the Department of Education, students can prepare for positions in areas such as counseling, youth group leadership, and the Peace Corps. Students can also prepare themselves for graduate programs in: environmental education; research methods; extension, adult and continuing education; and the social/economic/legal/philosophical foundations of education. Further information is available from the undergraduate coordinator, Kennedy Hall.

TEACHER CERTIFICATION

Teacher Education in Agriculture. Students completing the Cornell registered program earn grade 9-12 certification to teach agricultural subjects (animal science, plant science, agricultural mechanization, and business management), introduction to occupations, occupational science, and occupational mathematics; and the introduction to technology course required for all 7-8th grade students.

A passing grade on the National Teacher Examinations (NTE) and one year of agricultural work experience are required. Provisional (initial) certification is valid for five years. The master's degree required for permanent certification is offered through graduate study at Cornell.

Students may also be certified to teach selected science subjects (e.g., biology, earth science, and general science) and work as a diversified cooperative education work experience coordinator through direct application to the State Education Department. For more information contact the program coordinator, A. Berkey, at (607) 255-2197.

Teacher Education in Science and Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Science and Mathematics (TESM) is a university program jointly conducted by the departments of Education and Mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Undergraduate students in TESM do not normally major in education.

Students who complete their studies as undergraduates and their student teaching are normally eligible for provisional teaching certification from the State Education Department, effective for five years. Students completing the graduate program can earn the master's degree required for permanent certification.

For more information, contact the TESM Student Support Specialist at (607) 255-9255 or the program coordinator, D. Trumbull (607) 255-3108.

Entomology

The intent of this curriculum is to provide students with a basic background in the biological and environmental sciences, with a special emphasis on the study of insects. Many students pursue graduate studies in entomology or related sciences upon completion of the B.S. degree, and the requirements are based on a preprofessional degree. Those who do not anticipate graduate training are urged to select electives of immediate value to the careers they plan. Some suggestions are made in section B below.

A. Specific Requirements

Basic Sciences

College mathematics, including calculus
A course in physics
Chemistry 103-104 or 207-208
Chemistry 253 (organic)

General Biology

Introductory biology
Biological Sciences 330 or 331, Principles of Biochemistry
Biological Sciences 311, Introductory Animal Physiology
Biological Sciences 281, Genetics, or Plant Breeding 225, Plant Genetics
Biological Sciences 221, Neurobiology and Behavior
Biological Sciences 261, General Ecology

Entomology

Entomology 212, Insect Biology, or 241, Applied Entomology
Entomology 322, Insect Morphology
Entomology 331, Insect Taxonomy

Two courses selected from the groups below. Both may not be from the same group:

Group a

Entomology 444, Integrated Pest Management
Entomology 677, Biological Control
Entomology 690, Insect Toxicology and Insecticidal Chemistry

Group b

Entomology 455, Insect Ecology
Entomology 471, Ecology and Systematics of Freshwater Invertebrates

Group c

Entomology 452, Medical Entomology
Entomology 453, Insect Pathology
Entomology 483, Insect Physiology

B. Suggested Electives

The choice of electives should reflect a student's particular interests within entomology. Two broadly distinct areas of interest are the impact of insects on human welfare and the more basic aspects of insect biology. Courses in botany, evolution, invertebrate zoology, microbiology, cell biology and histology, vertebrate biology, statistics, foreign languages, scientific writing, oral communication, plant pathology, and other areas of agriculture are also recommended.

Food Science

The food science program area is designed to provide students with the basic skills and knowledge necessary to ensure an adequate general food supply. Students take a core of fundamental courses and in consultation with faculty advisers select courses suitable for specific career objectives. The core is designed to meet minimum guidelines of the Institute of Food Technologists, the professional society of U.S. food scientists. The flexibility of the food science program allows students to prepare for a variety of positions in industry, government, or education. Some of the positions and areas of work require graduate training. Opportunities for graduate study exist at a number of universities, including Cornell.

During the first two years, students are required to take the two-semester introductory courses in biology, chemistry, and physics plus introductory courses in microbiology, calculus, food science, and nutrition. During the last two years, students take courses dealing with the application of science and technology to the processing, preservation, distribution, and utilization of foods. This includes the following required courses: Food Analysis, Food Engineering I, Sanitation and Public Health, Food Processing I and II, Food Chemistry, Sensory and Objective Evaluations of Foods, Food Microbiology, Food Chemistry Laboratory, and introductory statistics. Students also take courses in the social sciences and humanities to meet the general college requirements.

Students may choose additional courses in chemistry, microbiology, or nutrition in preparation for careers in research and development; in mathematics and engineering; for careers in processing and engineering; in marketing and business management; or in a

variety of production courses related to specific commodities. Emphasis may be placed on the international aspects of food science.

Students are strongly encouraged to obtain further competence in one or more areas of emphasis. Lists of recommended courses are available for many areas, but the student is free to select courses for special objectives. The areas of emphasis include processing technology; food chemistry; nutritional aspects of processing; technology and management; dairy science; meat, poultry, and fish technology; food microbiology; and international food development.

A state-of-the-art food processing and development laboratory, a full-scale dairy plant, and extensive research laboratory facilities are available for training, research, and employment.

Landscape Architecture Program

The Landscape Architecture Program focuses on the art of landscape design as an expression of cultural values combined with natural processes of the ambient environment. The program's unique place within the university promotes interaction among the areas of horticulture, architecture, and city and regional planning. The program is co-sponsored by the colleges of Agriculture and Life Sciences and Architecture, Art, and Planning with the Department of Floriculture and Ornamental Horticulture.

The program offers a course of study that prepares students intellectually, technically, artistically, and ethically for the practice of landscape architecture. The curriculum focuses upon graphic communication, basic and advanced design methods, landscape history, plant materials, construction technology, theory, and professional practice. Design studios focus upon the integration of site requirements as applied to specific sites at a variety of scales. Projects range from urban design and housing to parks and garden design.

The Landscape Architecture Program offers three professional degree alternatives: a two-year graduate curriculum for those who have undergraduate degrees in landscape architecture or architecture, a three-year graduate curriculum for those who have a four-year undergraduate degree in another field and a four-year Bachelor of Science degree. Graduate studies in landscape architecture are administered through the Graduate School and lead to a Master of Landscape Architecture degree. Undergraduate studies in landscape architecture are administered through the College of Agriculture and Life Sciences.

Dual Degree Options

Graduate students can earn a Master of Landscape Architecture and a Master of Science or a Master of City and Regional Planning simultaneously. Students need to be accepted into both fields of study to engage in a dual degree program and must fulfill requirements of both fields of study. Thesis requirements are generally integrated for dual degrees.

Study Abroad

The faculty encourages study abroad and has two formally structured programs. The *Denmark International Study (DIS)* program is available primarily to senior undergraduates in their fall semester and is administered through

Cornell Abroad. The *Rome Program* is made available to undergraduates and graduate students through the College of Architecture, Art, and Planning.

First Year

<i>Fall Term</i>	<i>Credits</i>
*FR DR 109, Nature Drawing	3
†Biological sciences elective	3
†Physical sciences elective	3
†Social sciences or humanities elective	3
†Written or oral expression elective	3
	15

Spring Term

*LA 142, Introduction to Landscape Architecture	4
†Biological sciences elective	3
†Social sciences or humanities elective	3
†Written or oral expression elective	3
‡Free elective	3
	16

Second Year

<i>Fall Term</i>	
*LA 480, Principles of Spatial Design	3
*LA 201, Design, Theory, and Composition	6
Free elective	3
*HORT 335, Woody Plant Materials for Landscape Use	3
	15

Spring Term

*LA 202, Design, Composition, and Theory	6
*LA 521, History of European Landscape Architecture	3
†Written or oral expression elective	3
†Physical sciences elective	3
	15

Third Year

<i>Fall Term</i>	
*LA 301, Site Design and Detailing	6
*LA 310, Site Engineering	4
*LA 522, History of American Landscape Architecture	3
*LA 491, Design and Plant Establishment	3
	16

Spring Term

*LA 302, Site Design and Detailing	6
Biological Sciences Elective	3
†Physical sciences elective	3
*LA 312, Site Construction	4
	16

Fourth Year

Fall Term

*LA 401, Urban Design and Planning	6
‡LA 520, Contemporary Issues in Landscape Architecture	2
†Social sciences or humanities elective	3
‡Free elective	4
(Optional landscape architecture study abroad semester in Denmark)	15

Spring Term

*LA 402, Advanced Project Studio	6
†Social sciences or humanities elective	3
*LA 412, Professional Practice	1
*LA 490, Undergraduate Seminar	2
	12

Summary of credit requirements

*Specialization requirements	69
†Distribution electives	38
‡Free electives	13
	120

Master of Landscape Architecture (M.L.A.) Degree

Requirements of the three-year M.L.A. curriculum include 90 credits, satisfactory completion of the core curriculum courses, and a thesis.

First Year

<i>Fall Term</i>	<i>Credits</i>
*LA 505, Graphic Communication I	3
*LA 480, Principles of Spatial Design and Aesthetics	3
*LA 501, Design Composition and Theory	6
*HORT 335, Woody Plant Materials for Landscape Use	3
LA 520, Contemporary Issues	2
	17

Spring Term

*LA 502, Design Composition and Theory	6
*LA 521, American History of Landscape Architecture	3
LA 506, Graphic Communications II	3
‡Free elective	2
	14

Second Year

Fall Term

*LA 601, Site Project Planning and Application	6
*LA 610, Site Engineering for Landscape Architects	4
*LA 522, History of European Landscape Architecture	3
*LA 491, Design and Plant Establishment	3
	16

Spring Term

*LA 602, Urban Design and Planning	6
*LA 490, Graduate Seminar	3
*LA 612, Site Construction	4
‡Free elective(s)	4
	17

Third Year*Fall Term*

*LA 701, Natural Systems Studio	6
*LA 531, Regional Planning	3
*LA 490, Graduate Seminar	3
‡Free elective	2
	14

Spring Term

*LA 800, Master's Thesis in Landscape Architecture	9
*LA 412, Professional Practice	1
‡Free elective(s)	2
	12

Summary of credit requirements

*Specialization requirements	80
‡Free electives	10
	90

Second professional degree curriculum.

The two-year Master of Landscape Architecture (M.L.A.) curriculum serves to broaden and enrich undergraduate education in design by providing an expanded educational experience to those who are technically skilled. Applicants are therefore expected to hold a bachelor's degree in landscape architecture or architecture from an accredited program.

The objectives of the two-year M.L.A. curriculum are to permit students to conduct research relating to landscape architecture and to provide advanced education and training to individuals who may wish to teach, practice, or conduct applied research in landscape architecture. Students are permitted considerable flexibility in establishing programs that take full advantage of the teaching and research resources of the university.

Students admitted to the two-year M.L.A. curriculum are required to complete 60 credits of course work as approved by the members of their graduate committee. This must include at least two advanced studios, a graduate seminar, and a thesis or final master's project.

Natural Resources

The undergraduate curriculum is designed to provide an enduring and broadly applicable education. The focus of study is on the systems that yield our renewable natural resources (water, forests, fish, and wildlife) and includes emphasis on both natural sciences and human organizations involved with resource management. Students are provided with an opportunity to understand the scientific, ethical, and societal basis for the protection and management of renewable resources through the application of ecological principles and knowledge of social needs.

Required Core Curriculum

Students who desire to graduate with a specialization in Natural Resources are expected to complete, as a minimum, the courses specified in the following two-part Core Curriculum. First is a broad group of courses taken primarily outside the department, which, as their presentation suggests (Groups A–D), also fulfill this college's course distribution requirements described on page 30.

Group A - Physical Sciences *Total Hours*

Mathematics - 2 courses	8
Chemistry - 2 courses	8

Group B - Biological Sciences

Introductory biology - 8 cr. hours	8
General ecology - 1 course	4

Group C - Social Sciences

3 credits in addition to	
3 credits in economics	6

Humanities

6 credits in addition to a course in	
"normative" ethics (e.g., NTRES 407,	
or PHIL 241, 246, or 247)	9

Group D - Written and Oral Expression

Freshmen Writing Seminars - 2 courses	6
Oral communications - 1 course	3

Courses outside the Distribution Groups

Statistics - 1 course	3
Computer applications, (e.g., NTRES 107) or programming - 1 course	3

The Core Curriculum's second portion is composed entirely of courses offered by the Department of Natural Resources; a minimum of 19 hours in department courses is required.

YEAR 1 *Total Hours***One of 2** introductory courses: 3

NTRES 100 Principles of Conservation (Fall, 3 cr.)

NTRES 201 Environmental Conservation (Spr., 3 cr.)

YEAR 2**All 4** courses listed:

NTRES 210 Introductory Field Biology (Fall, 4 cr.) 4

NTRES 250, 251, 252 Introduction to Wildlife, Fishery Biology, and Forestry Biology, respectively (Spr., 1 cr. ea.) 3

YEARS 3 AND 4

At least 3 of the following courses, with one from each group

Ecology 3–8

NTRES 302 Forest Ecology (Fall, 4 cr.)

NTRES 304 Wildlife Ecology (Spr., 3 cr.)

NTRES 440 Fishery Science (Fall, alt. yrs., 3 cr.)

NTRES 442 Techniques in Fishery Science (Fall, 5 cr.)

Management

3–6

NTRES 303 Woodlot Management (Fall, 3 cr.)

NTRES 308 Natural Resources Management (Fall, 3 cr.)

NTRES 402 Nat. Res. Policy, Planning & Politics (Spr., 3 cr.)

NTRES 410 Principles of Wildlife Management (Spr., 3 cr.)

NTRES 438 Fishery Management (Spr., alt. yrs., 3 cr.)

Students pursuing this specialization have remaining approximately 40 credit hours available to develop one or more concentrations of their choice within or outside this field.

Students who wish to do so may specialize further in wildlife science, forest science, fishery and aquatic science, or natural resource policy and management.

Opportunities for field-oriented studies are available at Cornell's nearby Arnot Teaching and Research Forest, the Cornell Biological Field Station on Oneida Lake near Syracuse, as well as at numerous natural areas near campus.

Students should seek relevant work experience to complement their academic studies.

Nutrition, Food and Agriculture

Nutritional sciences draws upon chemistry, biology, and the social sciences to understand complex relationships among human health and well-being, food and lifestyle patterns, food and agricultural systems, and social and institutional environments.

The program in nutrition, food and agriculture was established in 1990 to provide students with strong training in human nutrition in the context of an understanding and appreciation of the agricultural and life sciences. The program responds to the growing and important interrelationships between human nutrition and the agricultural and life sciences. Growing public interest in health and nutrition has placed new demands upon food producers, processors, and retailers. The problems of hunger and malnutrition in the United States and abroad require that nutritionists work together with specialists in areas such as agricultural economics, food production, and rural sociology. Advances in biotechnology provide researchers with new ways to understand human nutritional requirements and the regulation of human metabolism.

Nutrition, food and agriculture majors complete a core set of requirements and choose elective courses in the areas of their particular interest. The core curriculum includes introductory chemistry and biology, organic chemistry, biochemistry, physiology, and mathematics. Students complete five courses in nutritional sciences: NS 115 Nutrition and Health Concepts and Controversies, NS 245 Social Science Perspectives on Human Nutrition, NS 345 Nutritional and Physicochemical Aspects of Foods, NS 331 Physiological and Biochemical Bases of Nutrition, and NS 332 Methods in Nutritional Sciences. In addition, students select a minimum of three advanced courses in nutritional sciences as well as elective courses in the broad areas of food production and processing, food and agricultural policy, and the life sciences.

All majors have faculty advisers in the Division of Nutritional Sciences with whom they meet regularly. Advisers help students plan course schedules and help find opportunities for special study or experiences outside the classroom.

Many students engage in laboratory or field research with a faculty member for academic credit or, in some cases, as employment. The honors program is designed for academically talented students who are interested in research. Honors students conduct independent research projects under the guidance of a faculty member and prepare an honors thesis. Many students participate in field experiences for credit during the academic year or summer. Placements in laboratories, industries, or community agencies are possible.

The major in nutrition, food and agriculture can lead to many different career paths. By supplementing the core requirements with courses in different areas, students can prepare for jobs in industry, government, or community agencies in the United States or abroad. The major is excellent preparation for graduate study in a variety of fields.

The Division of Nutritional Sciences is affiliated with both the College of Agriculture and Life Sciences and the College of Human Ecology. Most of the Division faculty members work in Savage Hall and Martha Van Rensselaer Hall. In addition to housing offices, classrooms, and seminar rooms, these buildings contain research facilities, specialized laboratories, a human metabolic research unit, and computer facilities. The nutritional sciences Learning Resource Center in Martha Van Rensselaer Hall is used by students for study and small group discussion. The center contains class materials, audiovisual aids and supplementary books and periodicals for independent study and special projects.

For additional information about the nutrition, food and agriculture program, contact the Division of Nutritional Sciences Academic Affairs Office, 335 MVR, (607) 255-2628.

Plant Sciences

Plant sciences students may specialize in general plant science, plant biology, plant breeding, plant pathology, plant protection, or horticultural sciences, including floriculture and ornamental horticulture, pomology, and vegetable crops. Students with well-defined interests may specialize when they enter college. Others may start in the general plant sciences curriculum and, if they desire, specialize after the second year.

Plant sciences is a multidisciplinary program area, sponsored by the Department of Plant Breeding in Emerson Hall, and the departments of Floriculture and Ornamental Horticulture, Plant Pathology, Pomology, and Vegetable Crops, all located in the Plant Science Building.

General plant science is intended for students whose interest in studying plants has not yet centered on any one of the more specialized groups within the area. Students may continue with this option throughout their undergraduate years, particularly if they are likely to be interested in and qualified for advanced studies beyond the bachelor's degree. Students who plan to seek employment upon graduation may prefer to specialize. There are, however, opportunities for general plant science graduates at the bachelor's degree level in the service and supply

industries as extension agents, as teachers, and as research technicians.

More than one hundred courses are offered that deal directly with some area of plant science. Other courses relating to plant science are offered in agronomy and biological sciences. In addition, an interest in plant science may be combined with some other area of specialization, such as agricultural and biological engineering, education, extension, statistics, international agriculture, food science, or agricultural economics.

Undergraduates are encouraged to obtain practical experience. It may involve research under the direction of a faculty member or work in a commercial industry or research institute or on a farm. Departments will assist students looking for positions that would provide useful experience.

Floriculture and ornamental horticulture applies principles of plant science and business management to the production and marketing of florist, nursery, and turfgrass crops, as well as to the selection and management of plants for both indoor and outdoor landscapes. Programs prepare students for careers at the professional and managerial levels in horticultural business, research, teaching, communications, and extension and public education.

The core curriculum consists of the following courses:

Hort 101, Introduction to Horticultural Science
Hort 102, General Horticulture
Hort 230, Woody Plant Materials
Hort 300, Garden and Interior Plants I
Hort 400, Principles of Plant Propagation
Bio S 241, Plant Biology (Introductory Botany)
Bio S 242, Plant Physiology (lecture)
Bio S 244, Plant Physiology (laboratory)
SCAS 260, Introduction to Soil Science
Entom 241, Applied Entomology, or Entom 212, Insect Biology
Pl Pa 301, Introductory Plant Pathology

Although mastery of these subject areas is considered essential for students planning to enter a floriculture or landscape horticulture career, justifiable exceptions to the core curriculum may be granted by the student's adviser.

With permission of the adviser, a transfer student may receive core curriculum credit for similar courses taken at other institutions provided that transfer credit is granted by the college. In addition, all transfer students must complete a minimum of 12 credits in floriculture and ornamental horticulture courses at Cornell. No more than two of the following landscape architecture courses may be included in this 12-credit requirement: LA 142, 311, 312, 480, 490, 491. No other landscape architecture or freehand drawing courses may be applied to the requirement because they do not contain horticultural subject matter.

Students may select an area of emphasis in either floriculture or landscape horticulture. Specialization in floriculture prepares students for careers in management of the production of crops in greenhouses and wholesale- and retail-florist marketing, whereas specialization in landscape horticulture trains students for careers in nursery-crop production, turfgrass management, landscape contracting and service, retail- and wholesale-marketing of nursery products and services, botanical garden and arboretum management, urban

horticulture, and related areas. Some students choose to pursue a general program in floriculture and landscape horticulture including courses in both areas. Similarly, programs in horticultural business management, research, teaching, extension and public education, and communications/journalism may be arranged across two specialization areas. Students wishing to prepare for graduate study in horticultural science may develop a program in basic sciences and their application in horticultural science. Lists of recommended courses for the areas of specialization are available from student advisers and from the undergraduate program coordinator.

Working with his or her faculty adviser, each student will tailor a program to achieve individual educational objectives in floriculture, landscape horticulture, or general horticultural science. A core of management courses also is recommended for students planning horticultural business careers. Students are also encouraged to take courses in these areas: agricultural and biological engineering, soil science, computer science, ecology, entomology, geology, plant pathology, plant physiology, oral and written expression, plant taxonomy, and weed sciences. Use of electives to pursue study in the humanities and in other areas of special interest to the student is encouraged and provides opportunities for broadening and enriching learning experiences. Numerous opportunities to become familiar with the horticultural industries and professions are provided through field trips, guest lectures, undergraduate seminars, independent or small-group study, optional internships, and work-experience programs.

Questions concerning the undergraduate curriculum, advising, and related matters should be addressed to Dr. Carl F. Gortzig, Undergraduate Program Coordinator, Department of Floriculture and Ornamental Horticulture, 20 Plant Science Building, Ithaca, New York 14853-5908 (telephone: 607/255-3090).

The department's office is 20 Plant Science Building. Departmental facilities include classrooms and laboratories in the Plant Science Building, greenhouse and laboratory facilities at the Kenneth Post Laboratory, the Test Garden, the Turfgrass Research Field and Laboratory, landscape architecture studios on the fourth floor, Roberts Hall (entrance Kennedy Hall), and freehand drawing studios in Mann Library.

Plant biology provides undergraduates with preparation for graduate study in the plant sciences that stresses basic, rather than applied, research. In cooperation with an adviser, each student plans a curriculum with a concentration in basic sciences supplemented by courses in applied areas that seem appropriate. Options include molecular biology, plant physiology, plant biology, genetics, cytology, organic chemistry, biochemistry, anatomy, taxonomy, ecology and evolution, and statistics. A core of courses, including mathematics, plant biology and physiology, and cytology, is strongly suggested. However, different specialties within plant biology afford a flexible curriculum.

Plant breeding provides undergraduates with (1) preparation for graduate study leading to advanced degrees in plant breeding and plant genetics and (2) preparation for work in producing and marketing plant varieties and

making varietal recommendations and for positions in seed analysis, regulation, and quality control.

In cooperation with an adviser, each student plans a curriculum with a concentration in basic sciences supplemented by courses in applied fields best suited to his or her individual goals. Options include plant breeding and plant genetics; genetics, cytology, and cytogenetics; mathematics (calculus) and statistics; organic chemistry and biochemistry; plant anatomy, ecology, and physiology; crop production; and plant pathology and disease control.

Plant pathology requires broad training in the physical and biological sciences and a general background in crop production with emphasis on crop protection. Specific requirements depend upon a student's career interests. Career options include working as a mycological or microbiological technician, biological research technician, technical representative for agricultural industry, cooperative extension agent, plant protection technician, or biology teacher. Students may also be interested in graduate work in plant pathology or some other area of biology.

A core of basic and applied courses is strongly suggested, including chemistry, mathematics, physics and biological sciences, plant breeding, and plant pathology. Courses chosen from soil, crop, and atmospheric sciences, entomology, floriculture and ornamental horticulture, pomology, or vegetable crops complete the program.

Plant protection is offered for students who are interested in pest management or plant protection. The study of insects, diseases, weeds, vertebrate pests, and other factors that prevent maximum crop production may prepare students for careers in agribusiness, the agricultural industry, cooperative extension, pest management consulting, state and federal regulatory work, and a variety of other technical positions. Although designed as a terminal program for students desiring a practical preparation in general plant protection, this specialization may also provide an adequate background for graduate work in entomology, plant pathology, or weed science.

The following subjects are considered essential to the plant protection specialization: botany and plant physiology, general ecology, soils, crop science, and microbial ecology. Additional courses in introductory entomology, integrated introductory plant pathology, plant disease control, weed science, and integrated pest management are recommended. Students should plan to take a total of 62 to 70 credits in courses required and recommended for the specialization.

In addition, a number of other subjects pertinent to plant protection are recommended, depending upon the student's interests: agricultural economics, agricultural and biological engineering, soil, crop, and atmospheric sciences, biochemistry, communication, pathology and entomology, general physics, genetics, meteorology, mycology, pesticides in the environment, and plant anatomy. Employment involving practical experience in plant protection between the junior and senior years is encouraged. The job may be on a farm, at an experimental station, with an agricultural company, or with a regulatory agency.

Pomology (the science of fruit growing) provides students with knowledge of the scientific technology and the influence of environmental factors on the production, handling, and storage of deciduous fruit crops. New York is a national leader in fruit production. An on-farm value of over \$155 million generates an estimated \$620 million for the state's economy.

Courses are selected by students in consultation with a faculty adviser. Flexibility in programs makes it possible to establish a course of study to fit the desired goals of individual students. The diverse pomology curriculum, complemented by courses in basic sciences and arts and electives in a student's area of interest, prepares pomology majors for a career in fruit production, agricultural business related to the fruit industry, storage and merchandising, or professional pomology. Job opportunities for graduates can be found in fruit production, marketing, sales and service, research, teaching, and extension.

Vegetable Crops is offered for students with an interest in either applied or basic aspects of vegetable production. The high value of vegetables and their importance in the human diet assures a continued demand for trained personnel in all aspects of vegetable technology. A flexible curriculum is provided to prepare undergraduates for careers in a diversity of fields, including: horticultural research, teaching, extension, production, processing, and marketing. A faculty adviser assists individual students in the selection of courses, which usually include: general horticulture, soils, botany, vegetable types and identification, vegetable production, and post-harvest handling or marketing. Additional course work depends upon the interest of the student, and may include: vegetable physiology, plant breeding, entomology, plant pathology, weed science, ecology, soil, crop, and atmospheric sciences, nutritional science, agricultural economics, international agriculture, and agricultural and biological engineering.

The vegetable industry is an economically important component of agriculture in New York and in the United States. Recently, there has been increased interest in growing vegetables in tropical countries. Exciting challenges are facing the industry. Greater awareness of environmental and health issues is driving a change toward farming practices that depend less upon agricultural chemicals than in the recent past. New technologies are being developed and implemented to help growers make this change while remaining profitable. Among these technologies are: integrated pest management, genetic engineering, breeding for insect and disease resistance, low-input and organic cropping systems, and cultural practices that improve production efficiency and conserve agricultural resources.

The Department of Fruit and Vegetable Science has on-campus greenhouses and laboratories as well as two research farms in the Ithaca area that support our teaching program. Students are encouraged to gain hands-on experience growing vegetables and to pursue their individual interests through course work and by taking advantage of the many resources available in the College of Agriculture and Life Sciences.

Rural Sociology

Technological, economic, demographic, and environmental changes are social processes, and each has major impacts on individuals, social groups, societies, and the international order. At Cornell, rural sociology students study these and other facets of social change in both domestic and international settings. Among the topic areas in which faculty members in the Department of Rural Sociology specialize are international agricultural and rural development, community and regional development and changes in the United States, environmental sociology, sociology of agriculture, rural industrialization and labor markets, technology and social change, population and development, political economy, gender and social change, and research methodology. Students acquire background in one or more of these areas by specializing in one of the three concentrations described below. Each of the concentrations, through its required courses, provides background in both domestic and international aspects of the subject matter. Normally, students will develop a specialization with either a domestic or international emphasis by choosing appropriate elective courses for their concentration. Regardless of the area of specialization, however, all students learn the theory and methodology of sociology and how to apply both to research and policy in their subject areas.

Recognizing that students are concerned with future career opportunities, the undergraduate program emphasizes acquisition of skills as well as general knowledge in preparation for jobs or further study upon graduation. Accordingly, students are expected to become involved in the application of theory, methodology, principles, and concepts in the analysis of practical problems. The concentration in social data and policy analysis is particularly well suited to providing skills in research and policy analysis that will be useful for students who wish to obtain employment after completion of the baccalaureate degree.

Rural sociology offers degree programs at both the undergraduate and graduate levels (B.S., M.S., M.P.S., or Ph.D.). These programs are offered through the Department of Rural Sociology and the Graduate Field of Development Sociology, both of which are located in Warren Hall. For many years, the department and graduate field have been recognized as among the top programs in the country, and both are known for innovative program orientations. The department is particularly well known for providing instruction in international as well as domestic aspects of development, environmental sociology, sociology of agriculture, population studies, and other topics. Faculty members in this department are committed to both quality instruction and research programs.

Being located in a college of agriculture, faculty members maintain strong ties with the technical fields in the college as well as with the International Agriculture Program, the Biology and Society Program, the Cornell Institute for Social and Economic Research, the Women in Development Program, the Rural Development Program, the Hispanic Studies Program, the Program on Science, Technology, and Society, and the Center for International Studies. Nearly half of the department faculty are associated with one or more area studies programs (the Southeast Asia Program, South

Asia Program, Latin American Studies Program, East Asia Program, or the Institute for African Development). Department members also maintain working relations with faculty in the Department of Sociology and other social science units located in other colleges at Cornell. Students are encouraged to supplement their course work by electing courses in these other departments and programs, thereby rounding out their educations by acquiring different perspectives.

The undergraduate concentrations offered in rural sociology include development sociology; population, environment, and society; and social data and policy analysis. The concentrations vary in terms of course requirements and credits needed for graduation.

All students majoring in rural sociology are expected to take four core courses: an introductory course (R Soc 101 or 102), methods (R Soc 213), theory (R Soc 301), and a course in statistics.

The concentration in development sociology provides an understanding of the processes and policies that influence social and economic development in rural settings in North America and low-income countries in the developing world. The required courses provide background in the sociology of development in both the advanced and developing countries. Students normally select a set of elective courses in which either domestic or international development is emphasized. The required and elective courses provide background in several aspects of development sociology, including (1) an understanding of the processes of socioeconomic development in low-income or Third World countries and training in the formulation of strategies to enhance the socioeconomic well-being of citizens of those countries, (2) analysis of the social structures and processes for development in nonmetropolitan settings in the United States, (3) analysis of the processes of agricultural change and development in industrialized and low-income countries, and (4) an understanding of the processes of technological development and change in agriculture and other rural industries in developed and developing countries.

Students are encouraged to complement courses in the department with course work in the history and economics of development, area studies, and the policy sciences.

Total credits required, including the four core courses: 27

<i>Courses Required</i>	<i>Credits</i>
R Soc 205, Rural Sociology and International Development	
or R Soc 208, Technology and Society	3
R Soc 370, Comparative Issues in Social Stratification	3
R Soc 430, Migration and Population Distribution or	
R Soc 436, Small Towns in Metropolitan Society: Changing Structures and Quality of Life	3
	9

Electives for the Concentration

At least six credits must be selected from a list of complementary courses for the concentration in development sociology. The list of courses is available in 133 Warren Hall.

The concentration in population, environment, and society provides an understanding of (1) the causes and consequences of the major components of population change—fertility, mortality, and migration; (2) the major patterns of population distribution and population characteristics in the United States and the developing world, (3) the relationships between social structure and the biophysical environment, and (4) the relationships between population change and natural resource utilization in development. Students normally select the elective courses for the major in such a way as to stress either population studies or sociological aspects of natural resources and the environment.

Students are encouraged to complement courses in the department with course work in demographic methods, household analysis, ecology and evolution, environmental studies, and natural resources.

Total credits required, including the four core courses: 27

<i>Courses Required</i>	<i>Credits</i>
R Soc 201, Population Dynamics	3
R Soc 324, Environment and Society	3
R Soc 438, Social Demography, or R Soc 440, Social Impact of Resource Development	3
	9

Electives for the Concentration

At least six credits must be selected from a list of complementary courses for the concentration in population, environment, and society. The list of courses is available in 133 Warren Hall.

The concentration in social data and policy analysis provides (1) in-depth knowledge of research methodology, statistics, and computer applications, (2) an understanding of social, economic, political, and historical concepts essential for conducting meaningful analyses of practical problems and issues faced by organizations, communities, regions, and states, and (3) knowledge and practice in policy analysis. Students ordinarily select electives for the concentration in order to specialize in either policy analysis or in a particular area of public policy (international development policy, domestic rural development policy, environmental policy, or population policy).

In addition to the required courses listed below, students in the concentration in social data and policy analysis are required to take Soc 301, Evaluating Statistical Evidence, as their statistics course for meeting the core requirements of the major.

Students are encouraged to complement courses in the department with course work in data collection and research design, evaluation research, computing, and advanced statistics.

Total credits required, including the four core courses: 27–29

<i>Courses Required</i>	<i>Credits</i>
R Soc 201, Population Dynamics, or R Soc 205, Rural Sociology and International Development, or R Soc 206, Gender and Society, or R Soc 208, Technology and Society	3
Soc 303, Primary Data Collection and Design [4 credits], or HSS 292, Research Design and Analysis, or Comm 382, Survey Research Methods	3–4
ABEN 102, Introduction to Microcomputer Applications, or CRP 421, Introduction to Computers in Planning [4 credits]	3–4
	9–11

Electives for the Concentration

At least six credits to be selected from a list of complementary courses for the concentration in social data and policy analysis. The list is available in 133 Warren Hall.

Brochures are available from rural sociology faculty members.

Soil, Crop, and Atmospheric Sciences

The Soil, Crop, and Atmospheric Sciences department is intended to provide students with a solid foundation in the basic sciences. Special emphasis can be placed in one of five specializations: agronomy, crop science, atmospheric science, soil science, or weed science. Many students pursue a general program in the department to maximize job opportunities upon graduation. Specialization is required at the graduate level.

Agronomy combines the study of crop production and soil management. It provides the student with a broad array of career opportunities after completion of the B.S. degree, including agricultural business, extension service work, and farming. Graduate school can also follow a well-planned program. The student should take at least four courses in crops and four courses in soils and design the remainder of his or her curriculum to meet specific interests and goals.

Crop science is the application of basic biological and ecological concepts to the production and management of field crops. Examples of field crops are alfalfa, corn, soybeans, and wheat. Courses required include general biology, botany, plant physiology, general chemistry, mathematics, computing, crops, and soils. Students who anticipate a career in agricultural production or service after completion of the B.S. degree should take additional courses in crops, soils, crop physiology, economics, communication, plant pathology, entomology, nutrition, genetics, microbiology, and climatology. Students planning graduate or professional study beyond the bachelor's degree should take advanced course work in biochemistry and botany; qualitative, quantitative, and organic chemistry; and calculus, physics, and statistics.

Atmospheric science is the study of the atmosphere and the processes that shape our weather. The core curriculum in meteorology is designed to provide students with an understanding of the fundamental physical and dynamic properties and processes of the atmosphere. All students are required to complete a minimum of three semesters of calculus; two semesters of physics; a semester each of chemistry, computer science, and statistics; and a sequence of eight courses

covering observational, general, theoretical, and synoptic meteorology. Additional courses are available for students interested in subjects of agricultural meteorology, climatology, physical meteorology, and statistical meteorology. The curriculum satisfies the basic requirements for employment as a professional meteorologist and provides a sound background for graduate study or work in the numerous specialized areas of meteorological science. Students are encouraged to choose additional course work in related or complementary areas of interest, such as agriculture, biology, computer science, mathematics, statistics, physics, chemistry, or engineering.

Soil science is the application of basic physical and biological science to the classification, use, and management of soils on an ecologically sound basis. The curriculum in soil science combines training in the physical and biological sciences with a thorough background in soil science. Students take 16 credits in soil science, including 4 credits in the introductory course and 12 credits chosen from more advanced courses in soil science. In addition, 10 credits of chemistry, 6 credits of mathematics, and 6 credits of physics, as well as supporting biological sciences courses, are expected to satisfy the major.

Weed science is that branch of pest management which emphasizes the principles and practice of weed control. The scientific basis for mechanical, cultural, chemical, and biological control procedures is considered. Plant physiology, ecology, organic chemistry, and biochemistry are required in addition to fifteen credits in weed science and plant protection. The specialization is offered cooperatively by the departments of Soil, Crop, and Atmospheric Sciences, Floriculture and Ornamental Horticulture, and Vegetable Crops so that a variety of managed plant systems may be studied.

Statistics and Biometry

Statistics is concerned with quantitative aspects of scientific investigation: design, measurement, summarization, and drawing conclusions based on probability statements. Biometry is the application of mathematical and statistical techniques to the life sciences. Students with ability in mathematics and an interest in its applications will find this a challenging specialization.

The work of a statistician or biometrician can encompass research, teaching, consulting, and computing in almost any mix and in a wide variety of applications. Opportunities for employment are abundant in universities, in government and in businesses and industries ranging from large corporations to small consulting firms, and salaries are usually excellent.

While satisfying course requirements for a specialization in statistics and biometry, students can also take a wide variety of courses in other disciplines. In fact, students are encouraged to take courses in applied disciplines such as agriculture, biology, economics, and the social sciences that involve numerical data and their interpretation.

Students specializing in this area are required to take computer science courses (e.g., Computer Science 100 and 211), mathematics courses (at least three semesters of calculus), and statistics courses (Statistics and Biometry 200, 215, 408-409, 417, 601-602 and 607 and

Industrial and Labor Relations 310). Work experience gained through summer employment or undergraduate teaching is highly recommended. Students should contact Charles E. McCulloch for information.

Special Programs in Agriculture and Life Sciences

Some students are interested in pursuing a general education in the agricultural sciences. Others are uncertain about career objectives in agriculture and the life sciences. The opportunity to develop an independent major in general studies in agriculture and the life sciences is available for such students. In consultation with a faculty adviser, they may plan a sequence of courses suited to their individual interests, abilities, and objectives in an area not encompassed by the existing programs. In addition to the distribution and other college requirements, this major may include a concentration of courses in one or several academic units of the university.

Students completing this major are often planning a career in agriculturally related food and service enterprises. Many of the fast-growing occupations require the broad perspective, the scientific and technical skills, the attitudes, and the analytical ability that a general education fosters. A course of study for a special program must be planned with and approved by a college faculty adviser. Information on the options and names of faculty advisers prepared to advise in special programs are available in the Office of Student Services, 140 Roberts Hall.

General studies includes production agriculture as well as technical work in the agricultural and life sciences. Many biotechnology concerns deal with aspects of agriculture, especially plants, crops, and ecosystems in the natural environment. A strong grounding in biological sciences as well as knowledge of the agricultural sciences is essential in this rapidly growing field. Students should plan basic course work in the major areas of study in the college—animal sciences, plant sciences, environment and technology, agronomic sciences, biological sciences, and social sciences. Advanced courses may be selected in those and other areas of individual interest or career aspiration.

International agriculture provides students with an understanding of the special problems of applying basic knowledge to the processes of agricultural development in low-income countries. The student typically specializes in a particular subject and works with an adviser to plan a program oriented toward international agriculture. The courses in international agriculture are designed to acquaint students with the socio-economic factors in agricultural development, with the physical and biological nature of tropical crops and animals, and with various world areas for which study programs exist. The study of a foreign language is required.

In addition to the college distribution requirement, students majoring in international agriculture must take a minimum of 30 credits. A minimum of 7 credits in international agriculture and 8 credits in a modern foreign language are required. The other courses recommended are drawn from a wide range of disciplines. The objective is to acquaint students with the many facets of agricultural development in low-income countries.

Students are encouraged to take additional specialized courses in one of the other program areas of the college.

DESCRIPTION OF COURSES

Undergraduate and graduate courses in the college are offered through the seventeen academic departments and also through the Divisions of Biological Sciences and Nutritional Sciences.

Descriptions of courses, both undergraduate and graduate, are given by department, arranged in alphabetical order.

Graduate study is organized under graduate fields, which generally coincide with the departments. Graduate degree requirements are described in the Announcement of the Graduate School. Courses for graduate students are described in the section on the academic department that offers them.

NONDEPARTMENTAL COURSES

ALS 127 Introduction to Farm Techniques

127, fall and spring. 1 credit each semester. Prerequisite: permission of instructor. S-U grades only. Limited to 8 students per section. T or W, 1:25-4:30. Class assemblies in the lobby of Roberts Hall for transport to various facilities. J. G. Whitcomb, staff.

Practical instruction in the basic skills of farming and field research. Includes safe tractor and equipment operation and maintenance; harvesting and planting crops; caring for and handling dairy and beef animals, sheep, and poultry; and milking by machine and by hand. General orientation in the day-to-day procedures of farm operation. Field trips to area farms and agribusinesses will provide knowledge of farmers' skills, problems, and way of life.

ALS 400 Internship

Fall, spring, or summer. 6 credits maximum. Not open to students who have earned internship credits elsewhere or in previous terms. S-U grades only.

Staff.

Students may register only for internships approved by the College Internship Committee. Currently, the opportunities are available in the New York State Assembly Intern Program, the New York State Senate Session Assistant's Program, and the Albany Semester Program. A learning contract is negotiated between the student and the faculty supervisor, stating conditions of the work assignment, supervision, and reporting. Participation is required in any structured learning activities associated with the internship.

ALS 500 Cornell-in-Washington Program

Agriculture and Life Sciences students may register for this course when they are accepted for the public policy portion of the Cornell-in-Washington Program. An assignment with a suitable externship of at least 25 hours per week is expected. Students must satisfy the requirements of the relevant core instruction in methods and policy offered for externs, including any papers required. Credit and grading will be that designated by the CIW Program for the term taken. Applications are made through the Department of Government, 134 McGraw Hall.

Staff.

Students may register only for internships approved by the College Internship Committee. Currently, the opportunities are available in the New York State Assembly Intern Program, the New York State Senate Session Assistant's Program, and the Albany Semester Program. A learning contract is negotiated between the student and the faculty supervisor, stating conditions of the work assignment, supervision, and reporting. Participation is required in any structured learning activities associated with the internship.

ALS 661 Environmental Policy (also Biological Sciences 661 and Biology and Society 461)

Fall and spring. 3 credits each term. Limited to 12 students. Prerequisite: permission of instructor.

Sem R 2:30-4:30 p.m. D. Pimentel.

This course uses an interdisciplinary approach to focus on complex environmental and energy problems. Ten to twelve students, representing several disciplines, investigate significant environmental problems. The research team spends two semesters preparing a scientific report for publication in *Science* or *BioScience*.

Related Courses in Another Department

Agriculture, Science and Society (History 233)

Seminar in the History of the Agricultural Sciences (History 687)

AGRICULTURAL AND BIOLOGICAL ENGINEERING

R. B. Furry, chair; L. D. Albright, D. J. Aneshansley, J. A. Bartsch, J. K. Campbell, T. J. Cook, J. R. Cooke, A. K. Datta, R. C. Derksen, K. G. Gebremedhin, R. W. Guest, W. W. Gunkel, D. A. Haith, P. E. Hillman, J. B. Hunter, W. W. Irish, L. H. Irwin, W. J. Jewell, H. A. Longhouse, D. C. Ludington, J.-Y. Parlange, R. E. Pitt, G. E. Rehkugler, T. S. Steenhuis, M. B. Timmons, L. P. Walker, M. F. Walter

ABEN 102 Introduction to Microcomputer Applications

Fall. 3 credits. S-U grades optional. Each lab section limited to 16 students. All students, including those pre-enrolled, must attend the first lecture to guarantee admittance to the course.

Lecs, T R 10:10 or 12:20; lab M 1:25-4:25 or 7:30-10:30 p.m., or T 1:25-4:25, or W 1:25-4:25 or 7:30-10:30 p.m., or R 1:25-4:25. 1 evening prelim. P. E. Hillman.

An introduction to the use of application packages on microcomputers, using primarily the Macintosh. An attempt will be made to assess and demonstrate the capability and limitations of the current generation of

personal computers by using software for word processing, spreadsheets, database, and other applications. The course will involve very little programming using high-level languages.

ABEN 110 Introduction to Metal Fabrication Techniques

Spring. 2 credits. Each lab limited to 20 students.

Lec, R 9:05; lab, M or T or R 1:25-4:25, or M 7-10 p.m. T. J. Cook.

Emphasis on selection of proper materials and techniques to accomplish a variety of metal fabrication and maintenance projects. To include both hand and machine tools, fasteners, strengths of materials, classification and identification of metals, soldering, brazing, forging, pipe fitting, sheet metal work, controlling distortion, oxy-acetylene cutting, and arc welding.

ABEN 132 Introduction to Wood Construction

Fall. 2 credits. Each lab limited to 15 students.

Lec, T 9:05; lab, T or W or R 1:25-4:25, or M 7-10 p.m. T. J. Cook.

Principles and practice of wood construction. To include site selection and preparation, drainage, water and septic development, footers and foundations, material properties, framing and roofing, comparison of alternatives to wood construction, use of hand and power tools, wood joining methods, fasteners, concrete work, and block construction. Each student will plan and construct an approved carpentry project.

ABEN 150 Engineering Applications of Spreadsheet Programs

Fall. 1 credit. S-U grades optional.

Lab, M 1:25-4:25. L. D. Albright.

Computer spreadsheet techniques applied to problems in engineering and the sciences, using personal computers (IBM compatible). Topics include: basic uses of spreadsheet programs, data analysis, simulations, graphing, macros, data base techniques. The class meets for one laboratory session per week; limited work outside of class may be required to complete assignments.

ABEN 151 Introduction to Computing

Fall. 4 credits.

Lecs, M W F 11:15; lab, W or R 12:20-2:20 or 2:30-4:30, or F 1:25-3:25.

L. D. Albright.

An introduction to computer programming and concepts of problem analysis, algorithm development, and data structure in an engineering context. The structured programming language, Pascal, is used, implemented on interactive personal computers, and applied to problems of interest in agricultural and biological engineering. No previous programming experience is assumed.

ABEN 153 Engineering Drawing

Fall. 2 credits. Limited to 30 students (15 in each lab).

Lec, M 9:05; lab, T or W 1:25-4:25. H. A. Longhouse.

Designed to promote an understanding of engineering universal graphic language. The lectures and laboratories develop working knowledge of drawing conventions, drafting techniques, and their application to machine and pictorial drawing problems. The course will involve both instrument and Autocad computer drawings.

ABEN 200 Undergraduate Seminar

Spring. 1 credit. S-U grades optional

Lec, T 1:25. Staff.

A forum to discuss the contemporary and future role of agricultural and biological engineering in society. A required course for freshmen majors in Agricultural and Biological Engineering academic programs. A series of lectures will be given by practicing engineers, Cornell faculty members, and students. Laboratory demonstrations in major areas of the field may also be included.

ABEN 204 Introduction to Computer Uses

Spring. 4 credits. Each lab section limited to 20 students. S-U grades optional.

Lecs, T R 11:15; lab, T or W or R 12:10-2:15. 2 evening prelims. P. E. Hillman.

An introductory course in computing for those interested in using microcomputers to handle data. Topics include preparing and processing computer programs in Pascal and FORTRAN. No prior knowledge of computers or computer languages is necessary.

ABEN 221 Plane Surveying

Fall. 3 credits. S-U grades optional.

Lecs, M W 12:20; lab, M 1:25-4:25. H. A. Longhouse.

Principles and practice of measurement of distance, elevation, and direction. Use and care of equipment is stressed during field problems related to mapping, engineering design, and construction. Other topics include surveying specifications, error analysis, and standards of accuracy.

ABEN 250 Engineering Applications in Biological Systems

Fall. 3 credits. Prerequisite: enrollment in an engineering curriculum. Recommended for the sophomore year.

Lecs, M W F 12:20. R. E. Pitt.

Case studies of engineering problems in agricultural and biological systems, including animal and crop production, environmental control, energy, and food engineering. Emphasis is on the application of mathematics, physics, the engineering sciences, and biology to energy and mass balances in agricultural systems.

ABEN 301 Introduction to Energy Technology

Spring. 3 credits. Prerequisite: high school or college physics. S-U grades optional. Offered even-numbered years.

Lecs, M W F 10:10. L. D. Albright.

Basic concepts of energy transfer and traditional and alternate sources of energy. Design of small systems and appropriate technology are emphasized. Topics include heating, cooling, solar energy, electricity, hydropower, wind power, biogas production, and energy economics.

ABEN 305 Principles of Navigation

Fall. 4 credits.

Lecs, M W F 9:05 or 12:20; rec, R 9:05 or 12:20. W. W. Gunkel.

Coordinated systems, chart projections, navigational aids, instruments, compass observations, tides and currents, soundings. Celestial navigation: time, spherical trigonometry, motion of stars and sun, star identification, position fixing. Nautical Almanac. Electronic navigation.

ABEN 310 Advanced Metal Fabrication Techniques

Spring. 1 credit (2-credit option available).
Prerequisite: Agricultural and Biological Engineering 110 or permission of instructor.
Lab F 1:25-4:30 (second lab must be arranged for 2-credit option). T. J. Cook.
Principles and practices extending beyond the scope of ABEN 110. To include out-of-position, high carbon steel and cast iron welding. Soldering and brazing of aluminum, hard surfacing, both tungsten (TIG) and metallic (MIG) inert gas welding, plasma-arc and oxy cutting of metals. Planning, development, and fabrication of a metal construction project for the 2 credit option.

ABEN 311 Farm Machinery

Fall. 3 credits. Each lab limited to 16 students.
Prerequisite: high school physics or equivalent.
Lecs, T R 11:15; rec-lab, T or W 1:25-4:25.
J. K. Campbell.

A study of the operating principles, use, selection, and methods of estimating costs of owning and operating machines for field work. Lab work includes practice in the calibration of planting, fertilizing, and pesticide application machinery, and study of the functional characteristics of field implements.

ABEN 312 Engines and Tractors for Agricultural Applications

Spring. 3 credits. Each lab limited to 16 students. Students missing the first week of classes without permission of the instructor are dropped so others may register. Prerequisite: high school physics or equivalent.
Lecs, T R 11:15; lab, M or T or W 1:25-4:25. W. W. Gunkel.

A study of the principles of operation, adjustment, and maintenance of internal combustion engines and tractors. Topics include engine cycles, fuels, lubricants, carburetion, fuel injection systems, ignition, charging circuits, valve reconditioning, engine testing, transmissions, traction, and human factors in tractor operation.

ABEN 315 Electrotechnology

Spring. 3 credits. Prerequisite: Physics 102 or equivalent.
Lecs, T R 10:10; lab, T or R 1:25-4:25.
D. C. Ludington.

A study of electrotechnology. Topics covered include: fundamentals of AC and DC circuits, power distribution, electrical safety, motors, lighting, control of electrical systems, batteries, solid-state electronics, digital logic, integrated circuits, and computer control. Laboratories offer hands-on experience.

ABEN 321 Soil and Water Management

Spring. 2 credits. S-U grades optional.
Concurrent registration in SCAS 321 required.
Lecs, M W 9:05; disc-lab, M 1:25-4:25.
M. F. Walter, T. W. Scott.

An interdisciplinary course intended to introduce students to the general principles of soil and water interaction and to the effects of human intervention in these processes. Aspects of soil and water management, including hydrology, soil erosion, irrigation, drainage, and water quality are examined. Case studies from both the United States and the tropics are used to illustrate basic principles.

ABEN 331 Environmental Control for Agricultural Production Systems

Fall. 3 credits. S-U grades optional.
Lecs, M W F 11:15. K. G. Gebremedhin.
A study of environmental requirements, ventilation design, and control of agricultural production systems (dairy, swine, poultry, and fruit and vegetable storage facilities). Animal physiology and homeothermy, material handling, waste management, alternate energy sources on the farm, farmstead planning and layout, and engineering economic analysis of systems and alternatives.

ABEN 350 Transport Principles

Fall. 3 credits. Prerequisites or concurrent registration in Math 294 and fluid mechanics.
Lecs, M W F 11:15. A. K. Datta.
Integration of heat and mass transfer combined with reaction kinetics in the context of agricultural and biological systems. Emphasis is on physical understanding of transport processes and simple reaction rates with application examples from plant and animal biology, soil, the environment, and food processing.

ABEN 367 Introduction to Biological Engineering

Spring. 3 credits. Prerequisites: one year each calculus and introductory biology; minimum one term each college chemistry and physics. Not open to freshmen. S-U grades optional.
Lecs, T R 10:10; lab, R 1:25-4:25.
J. B. Hunter.

Explores the use of engineering principles to solve biological problems in the context of laboratory experiments. Topics may include artificial organs, neuromuscular electrical signals, mass transfer in fermentation, enzyme kinetics, mechanics of plant or animal tissue, and DNA transfer. Many topics relate to ongoing research at Cornell. Appropriate for engineering and life science students. Field trips, demonstrations, and readings in current scientific literature.

ABEN 371 Hydrology and the Environment (also Soil, Crop, and Atmospheric Sciences 371, Civil and Environmental Engineering 334, and Geological Sciences 204)

Spring. 3 credits. Students enrolled in the statutory colleges must enroll in ABEN 371 or SCAS 371. Prerequisite: 1 course in calculus.
Lecs, T R 9:05; lab, F 1:25-3:20.
T. S. Steenhuis, J.-Y. Parlange, M. F. Walter, P. C. Baveye, W. H. Brutsaert, L. M. Cathles.

Introduction to hydrology as a description of the hydrologic cycle and the role of water and chemicals in the natural environment. Includes precipitation, infiltration, evapotranspiration, groundwater, surface runoff, river meandering floods, and droughts. Case studies, short field trips, computer programs, and laboratories are used to foster an understanding of concepts and principles of hydrologic processes.

ABEN 401 Career Development In Agricultural and Biological Engineering

Fall. 1 credit. Limited to seniors. S-U grades only.
Lec, T 12:20. G. E. Rehkugler.
A career development seminar for majors in the field of agricultural and biological engineering. Presentations of career opportunities in corporations, independent businesses, consulting, and public service. Professionalism, ethics, and public policy issues are discussed.

ABEN 435 Principles of Aquaculture

Spring. 3 credits. Prerequisite: junior standing and above. S-U grades optional.
Lecs, T R 1:25-3. M. B. Timmons, W. D. Youngs, C. A. Bisogni, G. A. German, G. L. Rumsey, P. R. Bowser, J. M. Regenstein, and G. H. Ketola.

An in-depth treatment of the principles of aquaculture: fish biology, waste treatment, engineering design, fish health, nutrition, processing, etc. This course is intended to build upon the undergraduate's previous course background and interests.

ABEN 450 Instrument Design: Signal Processing and Data Acquisition

Fall. 3 credits. Prerequisites: Math 293 or equivalent, physics or electrical science, computer programming.
Lecs, M W (also F first 4 weeks) 12:20; lab to be arranged. D. J. Aneshansley.

An introduction to static and dynamic characteristics of instruments, electronic instruments, digital and analog signal conditioning circuits and techniques, data acquisition and instrument control with personal computers and micro-controllers, and computer data analysis. Biological and agricultural examples of instrument problems and designs are used. A final design project is required.

ABEN 451 Biomass Conversion Processes for Energy and Chemicals

Spring. 3 credits. Prerequisites: Agricultural and Biological Engineering 250 and 350, Mathematics 294, Thermodynamics (co-registration permissible), and Chemistry 211.
Lecs, M W F 9:05. L. P. Walker.

There are a variety of physical and biological processes available for converting plants and other biomass resources into fuels, industrial chemicals, and foods. The design of these processes is accomplished through fusing concepts from biochemistry, microbiology, and plant biology with the concepts and methods of engineering. There are five major components to this course: plants as biochemical resources, heat and mass transfer, enzyme catalysis, fermentation kinetics, and biological filtration with plants. The last four components are concluded with case studies that demonstrate how the scientific and engineering concepts are used to design a biomass conversion process.

ABEN 461 Agromechanical Engineering: Machine Systems and Design

Fall. 3 credits. Prerequisites: Agricultural and Biological Engineering 250 and mechanical design or equivalent. Offered alternate years.
Lecs, T R 10:10; lab, R 1:25-4:25.
W. W. Gunkel.

Principles of design and analysis of agricultural machines to meet functional requirements. Emphasis is given to computer-aided analysis and design, selection of construction materials, and testing procedures. Engineering creativity, economic considerations, and safety are also stressed.

[ABEN 462 Agromechanical Engineering: Power and Traction]

Spring. 3 credits. Prerequisites: engineering dynamics, thermodynamics, and Agricultural and Biological Engineering 250. Offered alternate years. Not offered 1991-92.

Lecs, T R 10:10; lab, R 1:25-4:25.

W. W. Gunkel.

Synthesis of engineering sciences in the analysis, design, and testing of internal combustion engines and traction devices. Study areas include vehicle statics and dynamics, soil-machine interaction, electro-hydraulic control systems, human factors in vehicle design, and machine reliability. Computer analysis involves Runge-Kutta simulation, the finite element method, and digital data acquisition and processing. Students gain experience in modern laboratory and field testing.]

[ABEN 465 Agricultural Processing Systems]

Fall. 3 credits. Prerequisite: Agricultural and Biological Engineering 250. Offered alternate years. Not offered 1991-92.

Lecs, T R 11:15; lab, W 2-4:25.

R. B. Furry.

Grain drying, flow measurement, and material handling for agricultural engineering applications, with an introduction to system simulation, dimensional analysis, and similitude.]

[ABEN 466 Food Engineering: Design of Equipment and Processes]

Spring. 3 credits. Prerequisite: courses in either fluid mechanics and heat transfer or unit operations in food processing.

Lecs, T R 9:05; disc-lab, F 1:25-3:25.

A. K. Datta.

A unified transport phenomena based quantitative engineering approach to basic and advanced food processing concepts including sterilization, concentration, drying, freezing, separation, extrusion, etc. Considerable emphasis on microwave heating applications to these processes.

[ABEN 467 Bioprocessing Applications in Agriculture]

Fall. 4 credits. S-U grades optional. Prerequisites: Biochemistry 231, college biology and calculus, one year each; Agricultural and Biological Engineering 250 or Engineering 219, or senior standing in life sciences. May not be taken for credit after Chemical Engineering 643.

Lecs, T R 10:10-12. J. B. Hunter.

An introduction to microbial and enzymatic process technology for engineers and life scientists. A substantial introduction to process engineering is illustrated by case studies of food and agricultural bioprocesses. Emphasis on engineering analysis and design. Suitable for both engineers and life scientists seeking careers in the biotechnology industry.

[ABEN 471 Geohydrology (also Geology 445 and Civil and Environmental Engineering 431. Students enrolled in the statutory colleges must enroll in Agricultural and Biological Engineering 471.)]

Fall. 3 credits. Prerequisites: Mathematics 294 and Engineering 202.

Lecs, M W F 10:10. T. S. Steenhuis,

J.-Y. Parlange, A. L. Bloom,

W. H. Brutsaert, L. M. Cathles.

An intermediate course in surface and groundwater flow and related design factors. Includes principles of fluid flow, the hydrologic cycle, natural channel dynamics and sediment transport, description and behavior of natural aquifers, groundwater hydraulics, soil water, and solute transport.

[ABEN 475 Environmental Systems Analysis]

Spring. 3 credits. Prerequisites: computer programming and one year of calculus.

Lecs, M W F 11:15. D. A. Haith.

Systems analysis and its use in environmental quality management. Emphasis is on mathematical modeling of environmental problems, translation of models into efficient computational algorithms, and use of computer simulation and optimization procedures (search techniques, linear programming, dynamic programming, and separable programming) to evaluate management alternatives. Applications include pollution control and resource management problems.

[ABEN 481 Design of Wood Structures]

Spring. 3 credits. Prerequisite: permission of instructor.

Lecs, M W F 10:10. K. G. Gebremedhin.

Computer-aided and design code manual procedures of engineering wood structures. Estimation of design loads, wood stress properties, design of columns, beams, trusses, rigid and post-frame buildings, shear walls, horizontal diaphragms, connections, and special wood (glue-laminated) structural systems.

[ABEN 482 Bioenvironmental Engineering]

Spring. 3 credits. Prerequisite: Agricultural and Biological Engineering 250 and 350, or equivalent.

Lecs, T R 11:15; lab, W 1:25-4:25.

L. D. Albright.

Analysis and design of the thermal and aerial environment of animal housing and green-houses. Environmental requirements of animals and plants, and the design of buildings to act as buffers between biological systems and climate. Heat flow, air flow, psychrometrics, energy balances, animal and plant models, thermal modeling, mechanical and natural ventilation, solar energy, and weather phenomena.

[ABEN 491 Highway Engineering (also Civil and Environmental Engineering 642)]

Spring. 3 credits. Prerequisites: junior standing in engineering, fluid mechanics, and soil mechanics (may be taken concurrently).

Lec, F 12:20-2:15; lab, M 1:25-4:25.

L. H. Irwin.

An introduction to highway engineering with an emphasis on design. Students will work in teams to apply the current standards and design criteria used in professional practice to several laboratory design projects. Topics of discussion include route location and design, traffic engineering, economic analysis, human factors and public safety, hydrology and drainage design, highway materials, pavement design, and maintenance.

[ABEN 497 Special Topics in Agricultural and Biological Engineering]

Fall and spring. 1-4 credits. S-U option.

Prerequisite: written permission of instructor and adequate ability and training for the work proposed. Normally reserved for seniors in upper two-fifths of their class. Undergraduates must attach to their course enrollment material written permission from the staff member who will supervise the work and assign the grade.

Staff.

Special work in any area of agricultural and biological engineering on problems under investigation by the department or of special interest to the student, provided, in the latter case, that adequate facilities can be obtained.

[ABEN 498 Undergraduate Teaching]

Fall and spring. 1-3 credits. Prerequisite: written permission of instructor.

Staff.

The student assists in teaching an agricultural and biological engineering course appropriate to his/her previous training. The student meets with a discussion or laboratory section, prepares course materials, grades assignments, and regularly discusses objectives and techniques with the faculty member in charge of the course.

[ABEN 499 Undergraduate Research]

Fall and spring. 1-3 credits. Prerequisites: normally reserved for seniors in upper two-fifths of their class. Adequate training for work proposed. Written permission of instructor.

Staff.

Research in any area of agricultural or biological engineering on problems under investigation by the department or of special interest to the student, provided that adequate facilities can be obtained. The student must review pertinent literature, prepare a project outline, carry out an approved plan, and submit a formal final report.

[ABEN 501-502 M.P.S. Project]

Fall and spring. 1-6 credits. Required of each M.P.S. candidate in the field.

Hours to be arranged. Staff.

A comprehensive project emphasizing the application of agricultural technology to the solution of a real problem.

ABEN 551-552 Agricultural and Biological Engineering Design Project

Fall and spring. 3-6 credits. Prerequisite: admission to the M.Eng.(Agr.) degree program. Hours to be arranged. D. J. Aneshansley and staff.

Comprehensive design projects dealing with existing engineering problems in the field. Emphasis is on the formulation of alternative design proposals that include consideration of economics, nontechnical factors, engineering analysis, and complete design for the best design solution. Projects are supervised by faculty members on an individual basis. However, there is a formal orientation during the first four weeks of the semester. A formal report and public presentation of the results of the design project are required for completion of the course(s).

ABEN 652 Instrumentation: Sensors and Transducers

Spring. 3 credits. Prerequisites: Linear differential equations, introductory chemistry and introductory physics, or permission of the instructor.

Lecs, T R 12:20; lab to be arranged. D. J. Aneshansley.

Application of instrumentation concepts and systems to the measurement of environmental, biological, and agricultural phenomena. Construction and characterization of electronic sensors and transducers will be emphasized. Image processing techniques will be introduced. A final project is required.

ABEN 655 Thermodynamics and Its Applications

Spring. 3 credits. Prerequisite: Mathematics 293 or equivalent. Not offered 1991-92.

Lecs, M W F 12:20. J.-Y. Parlange.

Thermodynamics and its applications to problems in engineering and agriculture. Topics include basic concepts (equilibrium, entropy, processes, systems, potentials, stability, phase transitions) and applications (soil and water processes, dilute solutions, electromagnetism, surface phenomena, heat and mass transport, structure of organizations.).

ABEN 665 Engineering Properties of Foods (also Food Science 665)

Spring. 2 credits. Prerequisite: course in transport processes or unit operations as applied to foods; or permission of instructor.

Lecs, T R 12:20. S. S. H. Rizvi, A. K. Datta.

Theories and methods of measurement and prediction of rheological, thermal, and mass transport properties of foods and biomaterial systems. Emphasis is on physical-mathematical basis of the measurement as well as the prediction processes. Examples of appropriate use of these properties in engineering design and analysis of food processes will also be provided.

ABEN 671 Analysis of the Flow of Water and Chemicals in Soils

Fall. 3 credits. Prerequisites: two calculus courses and fluid mechanics. Not offered 1991-92.

Lecs, T R 3:35-4:50. J.-Y. Parlange, T. S. Steenhuis.

The course encompasses the full range from simple to complex methods to describe the chemical and water flows on the surface, in the vadose zone, and through the aquifer. Current analytical, semi-analytical, and computer-based techniques are discussed. Both homogeneous and heterogeneous soils are analyzed. Offered alternately with Civil and Environmental Engineering 633—a complementary, but not identical, course.]

ABEN 672 Drainage

Spring. 4 credits. Prerequisites: Agricultural and Biological Engineering 471 and two calculus courses. S-U grades optional. Not offered 1991-92.

Lecs, M W F 10:10; lab, T 1:25-4:25. T. S. Steenhuis.

Theory of water and solute flow in aquifers, hillslopes, and the vadose zone as it relates to artificial drainage is discussed. Drainage design as it relates to agricultural land, landfills, and land application sites will be critically reviewed. The importance of preferential flow and matrix flow on water quality of drainage waters is examined. Laboratories are used for hands-on experience with measuring soil parameters and for actual drainage design.]

ABEN 673 Irrigation Systems

Spring. 3 credits. Prerequisite: permission of instructor.

Lecs, M W F 10:10. M. F. Walter.

An introduction with a systems perspective to the design and implementation of irrigation. Topics include systems planning and appraisal, irrigation structures, equipment, and measuring devices, water distribution, and scheduling. The course will include design for both domestic and Third World systems. Case studies will be used to help students develop a broad understanding of irrigation systems.

ABEN 677 Treatment and Disposal of Agricultural Wastes

Spring. 3 credits. Prerequisite: permission of instructor.

3 lecs, hours to be arranged. W. J. Jewell.

Emphasis is on the causes of agricultural waste problems and the application of fundamentals of treatment and control methods to minimize related pollution. Fundamentals of biological, physical, and chemical pollution control methods are applied to wastes from animals, food production, and food and fiber processing, with actual systems as examples.

ABEN 678 Nonpoint Source Models

Fall. 3 credits. Prerequisites: computer programming and calculus.

Lecs, M W F 11:15. D. A. Haith.

Development and programming of simulation models for management of water pollution from runoff and percolation. Emphasis is on prediction of water and chemical inputs to surface waters and groundwater. Applications include urban and rural runoff, lake eutrophication, groundwater waste loadings from land disposal sites, pesticides and nutrients in agricultural drainage, irrigation return flows, and watershed stream-flow and sediment yield.

ABEN 679 Use of Land for Waste Treatment and Disposal

Spring. 3 credits. Prerequisite: permission of instructor.

Lecs, T R 3:35-4:50. W. J. Jewell.

Covers social, legal, and technical factors; the properties of land and crop systems that make land application of wastes a viable alternative; and the use of fundamentals in the development of regulations and the design of full-scale units.

ABEN 682 Building Environment Control

Spring. 3 credits. Prerequisites: one course in building environment control and a course in heat transfer. Offered odd-numbered years, upon demand.

Hours to be arranged. L. D. Albright.

Topics include thermal interactions of animals and plants with their environments, time-dependent thermal modeling of buildings, natural ventilation processes in buildings, sensors and controllers, and psychrometric processes.

ABEN 685 Biological Engineering Analysis

Spring. 4 credits. Prerequisite: Theoretical and Applied Mechanics 310 or permission of instructor.

Lecs, M W F 1:25-2:40. J. R. Cooke.

Engineering problem-solving strategies and techniques are explored. Students solve several representative engineering problems that inherently involve biological properties. Emphasis is on formulation and solution of mathematical models and the interpretation of results. The student's knowledge of fundamental principles is used extensively.

ABEN 692 Pavement Engineering (also Civil and Environmental Engineering 643)

Fall. 4 credits. Limited to engineering seniors and graduate students. Prerequisite: one introductory course in soil mechanics or highway engineering.

Lecs, M F 12:20-2:15; lab, M 1:25-4:25. L. H. Irwin.

Application of geotechnical engineering principles to the selection of materials and the design of highway and airfield pavements. Laboratory will provide experience with materials testing, asphalt concrete mix design, and chemical soil stabilization. Topics of discussion will include properties of asphalts and aggregates; bituminous mixture design; base courses; soil stabilization methods; seal-coat design; design of flexible and rigid pavements; design for frost conditions; and pavement evaluation using nondestructive test methods.

ABEN 700 General Seminar

Fall. No credit. S-U grades only.

M 12:20. Staff.

Presentation and discussion of research and special developments in agricultural and biological engineering and related fields.

ABEN 701 Special Topics in Agricultural and Biological Engineering

Fall or spring. 1-6 credits. Prerequisite: permission of instructor. S-U grades optional.

Hours to be arranged. Staff.

Topics are arranged by the staff at the beginning of the term.

ABEN 750 Orientation for Research

Fall. 1 credit. Limited to newly joining graduate students. S-U grades only.
Lecs, first 7 weeks. M 3:35; remainder to be arranged. W. W. Gunkel.

An introduction to departmental research policy, programs, methodology, resources, and degree candidates' responsibilities and opportunities.

ABEN 754 Sociotechnical Aspects of Irrigation (also Agricultural Economics 754, and Government 644)

Spring. 2-3 credits. S-U grades optional.
Hours to be arranged. M. Walter, R. Barker, N. Uphoff.

Examines irrigated agriculture and its relation to agricultural development. Emphasis on social processes within irrigation systems and interactions with social setting, including political and administrative aspects. Provides an opportunity to examine systematically the institutional and organizational policy issues associated with the design and operation of systems of irrigated agriculture in developing countries.

ABEN 761 Power and Machinery Seminar

Spring. 1 credit. Limited to graduate students. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged. W. W. Gunkel.
Study and discussions of research and new developments in agricultural power and machinery.

ABEN 771 Soil and Water Engineering Seminar

Fall and spring. 1-3 credits. Prerequisite: graduate status or permission of instructor. S-U grades optional.

Hours to be arranged. T. S. Steenhuis, M. F. Walter, J.-Y. Parlange.
Study and discussion of research or design procedures related to selected topics in irrigation, drainage, erosion control, hydrology, and water quality.

ABEN 775 Agricultural Waste Management Seminar

Spring. 1 credit. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged. Staff.
Management of agricultural wastes, with emphasis on physical, chemical, biological, and economic factors affecting waste production, treatment and handling, utilization, and disposal.

ABEN 781 Structures and Related Topics Seminar

Spring. 1 credit. Prerequisite: graduate status or permission of instructor. S-U grades only.

Disc to be arranged. K. G. Gebremedhin.
Advanced analysis and design of production systems with emphasis on structural and environmental requirements, biological responses, and economic considerations.

ABEN 785 Biological Engineering Seminar

Spring. 1 credit. Prerequisite: graduate status or permission of instructor. S-U grades only.

Disc to be arranged. J. R. Cooke.
The interactions of engineering and biology, especially the environmental aspects of plant, animal, and human physiology, are examined in order to improve communication between engineers and biologists.

AGRICULTURAL ECONOMICS

W. G. Tomek, chair; D. J. Allee, B. L. Anderson, R. D. Aplin, R. Barker, N. L. Bills, R. N. Boisvert, J. Brake, K. Bryant, J. B. Bugliari, D. L. Call, G. L. Casler, L. D. Chapman, G. J. Conneman, J. Conrad, H. de Gorter, E. E. Figueroa, O. D. Forker, G. A. German, D. A. Grossman, R. Herdt, M. Hubbert, M. Hudson, H. M. Kaiser, R. J. Kalter, W. A. Knoblauch, S. C. Kyle, E. L. LaDue, D. Lee, W. H. Lesser, E. W. McLaughlin, R. A. Milligan, T. D. Mount, A. M. Novakovic, P. Pinstrup-Andersen, T. T. Poleman, J. Pratt, C. Ranney, D. G. Sisler, B. F. Stanton, D. Streeter, L. Tauer, E. Thorbecke, C. van Es, G. B. White, L. S. Willett, K. Wing

Courses by Subject

Farm management, finance, and production economics: 302, 401, 402, 404, 405, 406, 407, 408, 409, 605, 608, 708

Statistics, quantitative methods, and price analysis: 310, 410, 411, 412, 413, 415, 419, 710, 711, 712, 713, 717

Business management, law, and accounting: 120, 221, 320, 321, 322, 323, 324, 325, 420, 422, 424, 425, 426, 427, 428

Public policy: 332, 430, 431, 630, 730, 731

Marketing and food distribution: 240, 340, 342, 346, 347, 443, 444, 448, 449, 640, 641, 740, 741

Resource economics: 252, 452, 454, 651, 652, 750, 754

Economics of development: 464, 660, 664, 665, 763

General, contemporary issues, research, and other: 100, 380, 492, 497, 498, 499, 699, 700

AG EC 100 Introduction to Global Economic Issues

Fall. 3 credits.

Lecs, M W F 11:15. 2 evening prelims.
D. Sisler.

The economics and geography of world agriculture, providing a basis for understanding past development and future changes. Elementary economic principles, historical development, physical geography, and population growth are studied in their relation to agricultural development and the economic problems of farmers. Where possible, current domestic and foreign agricultural issues are used to illustrate principles.

AG EC 120 Introduction to Business Management

Spring. 3 credits.

Lecs, M W F 10:10 or 11:15; disc, M 2:30-4:25 or 7:30-9:25 p.m. (3 secs); T 8-9:55, 12:20-2:15, 1-2:55, or 2:30-4:25; W 8-9:55, 10:10-12:05, 2:30-4:25, 7:30-9:25 p.m. (2 secs); R 8-9:55 or 2:30-4:25. In weeks when discs are held, there will be no W lecture. 2 evening prelims.
R. D. Aplin.

Principles and tools useful in performing four major functions of management: planning, organizing, directing and leading, and controlling. Within this framework, consideration is given to the firm's internal and external environments; forms of business ownership; financial statements; cost behavior; and a few key concepts and tools in financial management and marketing.

AG EC 221 Financial Accounting

Spring. 3 credits. Not open to freshmen.

Lecs, M F 11:15 or 12:20; lab, T 10:10-12:05 (2 secs), 12:20-2:15, or 2:30-4:25; W 10:10-12:05 (2 secs), 12:20-2:15 (2 secs), 2:30-4:25 (2 secs), or 7-9 p.m. (3 secs); R 10:10-12:05, 12:20-2:15, or 2:30-4:25. 2 evening prelims and a comprehensive final. M. Hubbert.

A comprehensive introduction to financial accounting concepts and techniques, intended to provide a basic understanding of the accounting cycle, elements of financial statements, and statements interpretation. Elements examined include inventory, depreciation, internal control of assets, time value of money, notes, stocks, bonds, and the statement of cash flows. Limited use of a financial data base of publicly held companies.

AG EC 240 Marketing

Fall. 3 credits.

Lecs, M W F 10:10; lab, M 2:30-4:25 (2 secs), T 12:20-2:15 or 2:30-4:25 (2 secs), W 2:30-4:25 (2 secs), R 12:20-2:15 or 2:30-4:25 (2 secs), or F 10:10-12:05. In weeks labs are held, there will be no F lecture.
E. W. McLaughlin.

An introductory study of the food marketing system and the society it serves, including the goals and practices of producers and marketers (in such areas as buying and selling, transporting, packaging, and advertising), price-making institutions (such as commodity futures markets), the behavior and purchasing practices of consumers, and the interrelationships among those groups.

AG EC 252 Natural Resource and Environmental Economics

Spring. 3 credits. Recommended: Economics 101.

Lecs, M W F 9:05. C. Ranney.

An introduction to the concepts and methods of analysis in the public and private use of resources, particularly benefit-cost analysis and discounting. Major current problems in global warming, agriculture, forestry, acid rain, energy use, and world petroleum resources. The growing world trade in resource-intensive manufactured products and the impact on income, employment, and pollution. Comparative resource use and environmental protection in industrialized and developing countries.

AG EC 302 Farm Business Management

Fall. 4 credits. Not open to freshmen. This course is a prerequisite for Agricultural Economics 402 and 405.

Lecs, M W F 9:05; lab, W or R 1:25-4:25. On days farms are visited, the lab period is 1:25-5:30. W. A. Knoblauch.

An intensive study of planning, organizing, operating, and managing a farm business, with emphasis on the tools of managerial analysis and decision making. Topics include financial statements, business analysis, budgeting, and acquisition, organization, and management of capital, labor, land, and machinery.

AG EC 310 Introductory Statistics

Fall, spring, or summer. 4 credits. Prerequisite: Education 115 or equivalent level of algebra.

Lecs, M W F 1:25; lab T 9:05-11 or 2:30-4:25 (2 labs); W 11:15-1:10 or 2:30-4:25 (2 labs); or R 9:05-11, 12:20-2:15, or 2:30-4:25 (2 labs). 3 evening exams. C. van Es.

An introduction to statistical methods. Topics to be covered include the descriptive analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, and correlation analysis. Applications from business, economics, and the biological sciences are used to illustrate the methods covered in the course.

AG EC 320 Business Law

Fall. 3 credits. Limited to juniors, seniors, and graduate students.

Lecs, M W F 9:05. 1 evening prelim. J. B. Bugliari and D. A. Grossman.

Consideration is given chiefly to legal problems of particular interest to persons who expect to engage in business. Emphasis is on the law pertaining to personal property, contracts, agency, real property, and the landlord-tenant relationship.

AG EC 321 Law of Business Associations

Spring. 3 credits. Limited to juniors, seniors, and graduate students. Prerequisite: Agricultural Economics 320 or permission of instructor. 321 and 420 may be taken concurrently.

Lec, T R 2:30-4. 1 evening prelim. J. B. Bugliari.

The first portion of this course examines the formation and operation of business enterprises, particularly partnerships and corporations. The second portion of the course will review government regulations and control of business organizations. Special attention will be given to discrimination laws, securities legislation, and environmental protection legislation.

AG EC 322 Taxation in Business and Personal Decision Making

Spring. 3 credits. Recommended: background in accounting and business law.

Lecs, M W 2:30; disc, W 3:35 or R 10:10. D. A. Grossman.

The impact of taxation on business and personal decision making. After a brief discussion of tax policy, an in-depth examination is conducted of federal income, estate and gift taxes affecting individuals and business entities. Both tax management and tax reporting are stressed.

AG EC 323 Managerial Accounting

Fall. 3 credits. Prerequisite: Agricultural Economics 221 or equivalent.

Lecs, M W 12:20; disc, R 10:10-12:05, 12:20-2:15 (2 secs), or 2:30-4:25; or F 10:10-12:05, 12:20-2:15 (2 secs), or 1:25-3:20. 2 evening prelims, a third exam, and a project on an electronic spreadsheet. M. Hubbert.

An introduction to cost accounting that emphasizes the application of accounting concepts to managerial control and decision making. Major topics include product costing, standard costing, cost behavior, cost allocation, budgeting, inventory control, variance analysis, measuring divisional performance, and accounting systems in the manufacturing environment. Limited use of Lotus on the IBM PC.

AG EC 324 Financial Management

Spring. 4 credits. Prerequisite: Agricultural Economics 120 or equivalent. Recommended: Agricultural Economics 221 and 310 or equivalents.

Lecs, M W F 9:05; disc, W 2:30-4:25 or R 9:05-11, 12:20-2:15, or 2:30-4:25, or F 10:10-12:05 or 12:20-2:15. 2 evening prelims. B. L. Anderson.

Focuses on three major questions facing management: how to evaluate capital investment decisions, how to raise the capital to finance the firm, and how to generate sufficient cash flows to meet the firm's cash obligations. Major topics include methods to analyze capital decisions, impact of taxes, techniques for handling risk and uncertainty, effects of inflation, sources and costs of debt and equity, capital structure, leverage, and working capital management. Microcomputers are used for analyzing financial problems. Previous computer experience is preferred, but optional instruction offered.

AG EC 325 Personal Enterprise and Small Business Management

Spring. 3 credits. Limited to juniors and seniors. Prerequisites: Agricultural Economics 120 and 221 or permission of instructor. No adds or drops after first week of class.

Lec, M W 1:25; Disc, R 10:10-12:05 or 2:30-4:25, or F 10:10-12:05 or 2:30-4:25. M. Hudson.

Designed to acquaint students with the changing role of small businesses in the global economy. Special emphasis on the problems of starting a new business, including strategic planning, financing, marketing, and managing growth. The term project involves group development of a business plan. Case studies will be used to illustrate a variety of business problems. Visiting entrepreneurs will also share experiences about a variety of small business formats, topics, and issues.

AG EC 332 Economics of the Public Sector

Spring. 3 credits. Limited to 150 juniors and seniors. Prerequisite: Economics 101 or equivalent.

Lecs, T R 12:20-2:15. N. Bills.

The application of economic concepts to evaluation of the structure and performance of the public sectors of the economy. Emphasis on microeconomic analysis of public finance and public resource allocation. Principal topics: market failure, articulation of public choice and interests, evaluation of public decisions, and current public policy.

AG EC 340 Futures and Options Trading

Spring. 3 credits. Prerequisites: Economics 101, Agricultural Economics 240, and permission of instructor. S-U grades optional.

Lec, M W F 1:25. D. Streeter.

The focus of the course is on the use of agricultural financial futures and options as marketing and management tools. A primary objective is to understand how companies, financial institutions, and farm businesses can employ hedging strategies to manage risk. Students will participate in a simulated trading exercise in which they will use real-time price and market information and input from industry experts to manage a hedge position.

AG EC 342 Marketing Management

Spring. 3 credits. Prerequisites: Agricultural Economics 240 and Economics 101-102.

Lecs, M W F 10:10; disc, R 12:20-1:50 or 2:30-4 (3 secs), F 10:10-11:40 (2 secs), or 12:20-1:50 (2 secs). In weeks discs are held, there is no F lecture. O. D. Forker.

Deals with the central link between marketing at the societal level and everyday consumption by the general public. As such, this course emphasizes the management aspects of marketing by considering consumer behavior, strategies in product and brand selection, pricing, promotion, sales forecasting, and channel selection. Identification and generation of economic data necessary for marketing decisions are considered. Public policy and ethical dimensions of marketing are examined.

AG EC 346 Dairy Markets and Policy

Fall. 3 credits. Limited to juniors and seniors. Prerequisite: Economics 101 or equivalent.

Lecs, T R 8:30-9:55. A. M. Novakovic.

A survey of the structural and institutional characteristics of dairy markets and the analysis of policy issues, pricing systems, and government programs, including marketing orders, price supports, and import policies.

AG EC 347 Marketing Fruits, Vegetables, and Ornamental Products

Fall. 3 credits. S-U grades optional.

Lec M W F 12:20. A two-day field trip. E. E. Figueroa.

A study of fruits, vegetables, and ornamental product marketing, including seasonal variations. Role of market intermediaries, role of government agencies, and the price discovery process. Discussion and description of horticultural product market orders in the U. S. The emerging importance of interregional and international markets.

AG EC 380 Independent Honors Research in Social Science

Fall or spring. 1-6 credits. Limited to students who have met the requirements for the honors program. A maximum of 6 credits may be earned in the honors program.

AG EC 401 Agricultural and Environmental Law

Spring. 3 credits. Limited to juniors, seniors, and graduate students.

Sems, M W F 10:10. D. A. Grossman.

Law and government regulation as they apply to agriculture and the use of land for agricultural production. Topics covered may include the legal implications of using chemicals and pesticides, farm employment, soil and water management, and farmland preservation.

AG EC 402 Advanced Farm Business Management

Spring. 3 credits. Prerequisite: Agricultural Economics 302 or equivalent.

Lecs, M W 10:10; disc, W 1:25-3:20. G. L. Casler.

Emphasis is on evaluating the profitability of alternative investments and enterprises. Principal topics include strategic planning, the effects of income taxes on investment decisions, capital investment analysis, linear programming, forms of business organization, and financial risk and uncertainty. Experience in computer applications to farm business management is provided. Previous computer experience is not required.

AG EC 404 Advanced Agricultural Finance Seminar

Spring. 2 credits. Limited to 16 seniors with extensive course work in farm management and farm finance. Open by application prior to March 1 of the year before the course is offered.

W 3:35-5:30. E. L. LaDue.

A special program in agricultural finance, conducted with financial support from the Farm Credit System. Includes two days at Farm Credit Banks of Springfield, one week in Farm Credit Association offices, an all-day field trip observing FHA financing during fall term, a four-day trip to financial institutions in New York City during intersession, and lecture-discussions in the spring term. Representatives from banking, agribusiness, finance, and similar areas participate in spring-term lecture-discussion sessions.

AG EC 405 Farm Finance

Spring. 4 credits. Prerequisite: Agricultural Economics 302 or equivalent.

Lecs, M W F 9:05; disc, T 1:25-3:20.

E. L. LaDue.

The principles and practices used in financing farm businesses, from the perspectives of the farmer and the farm lender. Topics include sources of capital, financing entry into agriculture, financial analysis of a business, capital management, financial statements, credit instruments, loan analysis, financial risk, and leasing.

AG EC 406 Farm and Rural Real Estate Appraisal

Spring, weeks 7-15. 2 credits. Limited to 40 students. Prerequisites: Agricultural Economics 302 or equivalent and permission of instructor.

Lec, R 11:15; lab, R 1:25-5:30. 6 half-day field trips, 1 all-day field trip.

G. J. Conneman.

The basic concepts and principles involved in appraisal. Factors governing the price of farms and rural real estate and methods of valuation are studied. Practice in appraising farms and other rural properties.

AG EC 407 Financial Management in Farming

Fall. Weeks 1-9. 2 credits. Limited to ALS majors. Prerequisite: Agricultural Economics 405.

Lecs, M W 1:25. J. R. Brake.

Financial markets and policies affecting agriculture and farmers. How money and capital markets affect credit cost and availability in agriculture. Insurance concepts for farmers. Financial considerations in starting to farm. Issues in choice of farm organizational structure.

AG EC 408 Seminar in Farm Business Decision Making

Fall (1 week in intersession). 1 credit.

Prerequisites: Agricultural Economics 302 and 405 or equivalent, and permission of instructor.

M T W R F 8-5. G. J. Conneman.

Develops method of analyzing farm business management problems. Gives student experience in identifying alternatives in problem solving. Provides opportunities to analyze and evaluate actual farm situations. Two field trips and intensive work with a farm family.

AG EC 409 Farm Management Workshop

Fall. 1 credit. Limited to seniors and graduate students.

T 12:20-2. W. A. Knoblauch and staff.

Presentation and interpretation of research in farm management and production economics. Participants take part in seminars reporting on research methodology and results obtained. Students prepare a summary and evaluation of a recent research publication during the semester.

AG EC 410 Business Statistics

Spring. 3 credits. Prerequisite: Agricultural Economics 310 or equivalent.

Lecs, M W F 10:10. C. van Es.

This course focuses on five major topics used to analyze data from marketing research, business, and economics. Topics studied are: survey sampling procedures, nonparametric methods, index numbers, time series and forecasting, and experimental design and ANOVA. The course will involve a research project designed to give experience in collecting and interpreting data.

AG EC 411 Introduction to Econometrics

Spring. 3 credits. Prerequisite: Agricultural Economics 310 or equivalent.

Lecs, T R 10:10-11:25. J. Pratt.

The course introduces students to basic econometric principles and the use of statistical procedures in empirical studies of economic models. Assumptions, properties, and problems encountered in the use of multiple regression procedures are discussed, and simultaneous equation models are introduced. Students are required to specify, estimate, and report the results of an empirical model.

AG EC 412 Introduction to Mathematical Programming

Fall. 3 credits. Primarily for juniors, seniors, and M.S. degree candidates. Prerequisite: Agricultural Economics 310 or equivalent.

Lecs, M W 9:05; lab, W 12:20-2:15.

H. M. Kaiser.

This is primarily a course in applied linear programming, but some basic nonlinear programming techniques will be covered. The links between theoretical and empirical models are stressed in this course. Emphasis will be placed on model building, estimation, and interpretation of results. Some topics include applied linear, quadratic, and integer programming to common decision-making problems.

AG EC 413 Information Systems and Decision Analysis

Spring. 3 credits. Limited to 60 juniors and seniors. Prerequisites: Agricultural and Biological Engineering 102 or equivalent, Economics 101 or equivalent, and Agricultural Economics 310.

Lecs, M W 11:15; lab, R 10:10-12:05 or F 2:30-4:25. D. Streeter.

The focus of the course is on management decision making and the support provided by various components of an information system. The computer models presented support various stages of decision-making: the information seeking stage (e.g., forecasting models), the selection stage (e.g., decision analysis and analytic hierarchy process models), and the implementation stage (e.g. project management models). Students are encouraged to develop their critical thinking about the output from quantitative models and sensitivity analysis is emphasized. Both the promise and the limitations of information technologies are discussed.

AG EC 415 Price Analysis

Fall. 3 credits. Prerequisite: Economics 101-102 or equivalent.

Lecs, M W F 11:15. L. S. Willett.

The focus of this course is on the analysis of supply and demand characteristics of commodities with particular attention to agricultural products. Institutional aspects of pricing, temporal and spatial price relationships, price forecasting, and the economic consequences of pricing decisions are included.

AG EC 419 Expert Systems Workshop

Fall. 3 credits. Prerequisite: one computer use or programming course.

Lec, T 2:30-4:25; disc, hours to be arranged. R. J. Kalter.

A hands-on introduction to the use of expert systems by business managers. Topics include the concepts behind knowledge-based applications, domain selection, knowledge engineering, representation, and processing, reasoning mechanisms, rule and object dynamics, and the integration of expert systems with quantitative models and computer databases. Students will work in groups to design, implement, and test an expert system relevant to a contemporary business problem. Interested students need not be proficient in computer programming to take this course.

AG EC 420 Advanced Business Law

Spring. 3 credits. Limited to juniors, seniors, and graduate students.

Lecs, T R 8:30-9:55. J. B. Bugliari.

Designed to provide a fairly detailed and comprehensive legal background in areas of commercial law affecting the operation of business enterprises. Particular consideration is given to the law pertaining to bailments, sales, product liability, secured transactions, bankruptcy, and commercial paper.

AG EC 422 Estate Planning

Fall. 1 credit. Limited to upperclass students. S-U grades only.

Lec, M 4. J. B. Bugliari.

Fourteen sessions on the various aspects of estate-planning techniques. The law and use of trusts, the law of wills, federal and New York State estate and gift taxes, and probate procedures are covered.

AG EC 424 Business Policy

Fall. 3 credits. Limited to seniors majoring in business management and marketing.

T R 9:05-10:35, 11:05-12:35, or 2:30-4.

R. D. Aplin.

An integrating course that examines business policy formulation and implementation from the standpoint of the general manager of an organization, focusing on decision making and leadership. The course is built around a series of cases. Several guest executives. Emphasizes improving oral and written communication skills.

AG EC 425 Small Business Counseling

Fall. 4 credits. Limited to seniors. Prerequisite: Agricultural Economics 325 or NBA 300. Lec, M 2:30-4:25; disc, 3 hours per week, arranged. M. Hudson.

Allows students to serve as consultants to small businesses in the central New York area. Provides the opportunity to identify and confront problems facing small personal enterprises. Encourages the application of basic business courses to actual business and the witnessing, first hand, of the results of firm-level decision making. Student teams meet with the course staff at prearranged times during the semester.

AG EC 426 Cooperative Management and Strategies

Spring. 3 credits. Recommended: Agricultural Economics 120 or equivalent. Estimated cost of field trip, \$50.

Lecs, M W F 12:20. 2-day field trip required. B. L. Anderson.

Investigates the unique aspects of cooperative business organizations. Topics are approached from the points of view of management, the board of directors, and members and include cooperative principles, legislation, taxation, as well as cooperative management, financial and marketing strategies. Primary focus is on operating cooperatives in agriculture and the management and strategic alternatives they face.

AG EC 427 Advanced Personal Enterprise Seminar

Spring. 3 credits. Limited to 18 seniors. Prerequisites: Agricultural Economics 325 and 425. Open by application only.

Lecs, M W 2:30-4:25. M. Hudson.

A seminar designed for seniors with a demonstrated interest in starting or managing their own business. A discussion format is used to address current topics which will impact the success of business ventures. Students will lead discussion and make presentations based on their research about these topics. Working individually or in teams of two, students will study a business or specific issue and prepare a major project documenting the results of their inquiry. These reports will be edited into cases and notes for future use in courses related to personal enterprise. Visits by current enterprise leaders will be an important aspect of the course.

AG EC 428 Technology: Management and Economic Issues

Spring. 3 credits. Prerequisites: Economics 101-102, or permission of instructor.

Lecs, T R 10:10-11:25. R. J. Kalter.

Designed to acquaint students with the role of technology in modern society, business, and education. Emphasis is placed on the context for managerial analysis and decisions with respect to technological adoption. Topics include the historical influence of technology on economic structure and activity, contemporary technological trends, implications for business managers, adoption and diffusion, public acceptance, implications for future structural and spatial organization of economic activity, impediments to technological advancement, and public policy considerations.

AG EC 430 International Trade Policy

Spring. 3 credits. Prerequisites: Economics 101-102.

Lecs, T R 12:20-2:15. D. R. Lee.

This course examines the economic principles underlying international trade and the policies, practices, and institutions that influence trade. Applications to international trade in primary commodities and to both developed and developing countries are emphasized.

AG EC 431 Food and Agricultural Policies

Fall. 3 credits.

Lecs, T R 9:05; disc, R 11:15 or 1:25.

B. F. Stanton.

The course deals broadly with food and agricultural policies, including price support and storage or reserve policies, agricultural protection, soil conservation programs, the structure of agriculture, domestic food subsidy programs, environmental issues, and food safety. The importance of international trade and agricultural policies in other countries is emphasized.

[AG EC 443 Food-Industry Management

Fall. 4 credits. Limited to juniors and seniors. Prerequisite: Agricultural Economics 448 or 342 or permission of instructor. Not offered 1991-92.

Lecs, T R 9:05-10:35; sec, T 2-3:30.

G. A. German.

A case-study approach is used to examine the application of management principles and concepts to marketing and distribution problems of the food industry. Cases covering new product introductions, merchandising strategies, and investment decisions are included. Guest speakers from the food industry present case-study solutions at the Tuesday session.]

AG EC 444 Export Marketing

Fall. 3 credits. Prerequisite: graduate or upperclass standing. Estimated cost of field trip, \$150. Limited to 40 students.

Lec, R 2:30-4:45. Overnight field trip to New York City required. W. H. Lesser.

An exploration of the processes and procedures for export marketing. Emphasis is placed on financing arrangements and on alternative risk-reducing strategies. Organization for export marketing is discussed along with government export-promotion programs. This course is intended to provide practical information on the process of marketing overseas. Students participate in a custom-developed, competitive export-trading simulation.

AG EC 448 Food Merchandising

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: Agricultural Economics 240.

Lecs, T R 10:10-11:25. Staff.

Merchandising principles and practices as they apply to food industry situations. The various elements of merchandising are examined, including buying, pricing, advertising, promotion, display, store layout, profit planning and control, and merchandising strategy. The consequences of food industry trends and initiatives for other industry members, public policymakers, and consumers are considered.

[AG EC 449 Applications in Strategic Marketing

Fall. 2 credits. Prerequisite: Agricultural Economics 342 or permission of instructor. Cost of field trips, about \$275. Not offered 1991-92.

W 2:30-4. Two 1-day field trips to the upstate area and a 3-day trip to the New York City area during intercession, just prior to registration. E. W. McLaughlin.

Focuses on the major components of strategic marketing with an applied orientation: product mix, distribution, pricing, advertising and promotion, and market research. The international dimensions of marketing are emphasized. Students are given firsthand exposure to a wide range of marketing strategies through field trips, guest lectures, case studies, group exercises, and development of a strategic marketing plan.]

AG EC 452 Resource Economics

Fall. 3 credits. Prerequisites: Mathematics 111 and Economics 313.

Lecs, T R 10:10; disc, M 2:30. J. Conrad.

This course develops economic models for renewable resources, exhaustible resources, and environmental quality. Applications to fisheries, forestry, oil and gas, and air and water pollution are presented. Emphasis is on the microeconomic foundations in resource economics and the policy implications for resource management.

[AG EC 454 The History and Economics of Whaling in North America (also History 413)

Spring. 4 credits. Prerequisites: Economics 101-102. Offered alternate years. Not offered 1991-92.

Lec, T R 2:30-4:20. D. Usner, J. Conrad.

The whaling industry of 19th-century America is a rich source of documents and data describing the people, resources, and technology that contributed to the development of the United States. Social relations, cross-cultural influences, economic motivations, prices, markets, resource dynamics, and technical change will be examined during the rise and fall of this unique American industry.]

AG EC 464 Economics of Agricultural Development

Spring. 3 credits. Prerequisites: Economics 101-102, or permission of instructor.

Lecs, T R 8:40-9:55. S. Kyle.

This course is designed to provide an understanding of the economics of the agricultural sector in low-income countries. In addition, more general issues of economic development beyond the agricultural sector will be covered in order to provide the necessary context for an understanding of rural problems. Among the areas covered are the nature of development and technical change, welfare and income distribution, land reform, food and nutrition policy, food security and food aid, competition with more developed countries and international markets, the effect of U.S. policy on agricultural development, and the role of international institutions. Examples from a wide variety of developing countries will be used to illustrate the basis for economic analysis.

AG EC 492 Contemporary Issues Seminar: Development in Southern Africa (also Education 492)

Spring. 2 credits. Limited to 25 juniors and seniors.

Hours to be arranged. D. Chapman, J. Volmink.

A contemporary issues seminar about economic and social issues in the development of Southern Africa. Natural resources as the basis for trade and manufacturing. Potential for agriculture. Education, health, and public sector development. Economic integration and political conflict. Apartheid as a regional problem. Opportunities and obstacles to regional development. Summer field trip for additional credit is possible.

AG EC 497 Special Topics

Fall or spring. Variable credit. Written permission from the staff member who will supervise the work and assign the grade must be attached to course enrollment material.

Hours to be arranged. Staff.

To be used for special projects designed by faculty members to supplement existing classes or as the first semester of a new or experimental course.

AG EC 498 Supervised Teaching Experience

Fall or spring. 1-3 credits. Total of 4 credits maximum during undergraduate program. Written permission from the supervising staff member must be attached to course enrollment material.

Hours to be arranged. Staff.

Designed to give qualified undergraduates experience through actual involvement in planning and teaching courses under the supervision of department faculty. Students are expected to actually teach at least one hour per week for each credit awarded. Students cannot receive both pay and credit for the same hours of preparation and teaching.

AG EC 499 Undergraduate Research

Fall, spring, or summer. 1-4 credits. Limited to students with grade-point averages of at least 2.7. Prerequisite: written permission of the staff member who will supervise the work and assign the grade; this permission must be attached to course enrollment material. S-U grades optional.

Permits outstanding undergraduates to carry out independent study of suitable problems under appropriate supervision. Students cannot receive both pay and credit for the same hours of work.

[AG EC 605 Agricultural Finance and Capital Management]

Fall. 3 credits. Prerequisite: Agricultural Economics 402 or 405, or equivalent. Offered alternate years. \$25 charge for reading materials; no text. Not offered 1991-92.

T R 8:40-9:55. J. Brake, L. Tauer, E. LaDue.

Advanced topics in capital management and financing of agriculture. Special emphasis on current issues. Example topics: farm-sector funds flows, financial risk and decision analysis, agricultural finance policy, financial intermediation and intermediaries, firm growth, inflation investment-replacement models, and selected topics on financing agriculture in developing countries.]

AG EC 608 Production Economics

Fall. 3 credits. Recommended: Economics 313 and Mathematics 111 or equivalents.

Lecs, M W F 10:10. L. W. Tauer.

The theory of production economics with emphasis on applications to agriculture. Topics include the derivation, estimation, and use of production, cost, profit, demand, and supply functions. Production response over time and under risk is introduced.

AG EC 630 Policy Analysis I: Welfare Theory, Agriculture, and Trade

Spring. 4 credits. Prerequisites: Agricultural Economics 608 or Consumer Economics 603, Economics 313, or equivalent intermediate micro theory incorporating calculus.

Lecs T R 8-9:55. C. Ranney and H. deGorter.

The first half of the course surveys the theory of welfare economics as a foundation for public policy analysis. Major issues addressed include the problem of social welfare measurement, the choice of welfare criteria, and the choice of market or nonmarket allocation. Basic concepts covered include measurement of welfare change, including the compensation principle, consumer and producer surplus, willingness-to-pay measures, externalities, and the general theory of second-best optima. The second half of the course focuses on public policy analysis as applied to domestic agricultural policy and international trade. The domestic policy component examines major U.S. farm commodity programs and related food and macroeconomic policies and analyzes their effects on producers, consumers, and other groups. The international trade component examines the structure of world agricultural trade, analytical concepts of trade policy analysis, and the principal trade policies employed by countries in international markets.

AG EC 640 Analysis of Agricultural Markets

Fall, weeks 1-7. 2 credits. Prerequisites: Agricultural Economics 415 and 411 or equivalents.

Lecs, T R 12:20-2:15. L. S. Willett.

This course is about markets for agricultural products. Focus is placed on identifying their distinguishing characteristics, establishing criteria for evaluating performance, analyzing models for price determination and farm-retail marketing margins, and evaluating selected public-policy issues related to market performance.

AG EC 641 Commodity Futures Markets

Fall, weeks 8-14. 2 credits. Prerequisites: Agricultural Economics 411 and 415 or equivalents. Recommended: Agricultural Economics 640.

Lecs, T R 12:20-2:15. W. G. Tomek.

This course is primarily about markets for agricultural futures contracts. Emphasis is placed on price behavior on cash and futures markets and the relationships among prices. These principles provide a foundation for a discussion of hedging, speculation, and public-policy issues.

[AG EC 651 Economics of Resource Use]

Fall. 4 credits. Economics 509 or Agricultural Economics 452 recommended. Not offered 1991-92.

Lec-sem, hours to be arranged.

D. Chapman.

Introduction to recent literature on theory and applied analysis. Dynamic optimization and resource use, externality theory and its application to environmental economics. Principles of utility regulation. Ecosystem modeling. Economic growth and resource use. Selected topics.]

AG EC 652 Land Economics Problems

Fall or spring. 1 or more credits. Limited to graduate students. Prerequisite: permission of instructor. S-U grades optional.

Hours to be arranged. D. J. Allee.

Special work on any subject in the field of land economics.

AG EC 660 The World's Food

Spring. 3 credits. S-U grades optional.

T R 12:20-1:40. T. T. Poleman.

Designed to introduce first-year graduate students to the interrelated problems of food, population, and employment in developing countries. Food economics, the world food situation, and the outlook for feeding an eventual global population of 10 to 11 billion are emphasized. Employment is seen as the key variable influencing both population growth and effective demand for food.

AG EC 664 Microeconomic Issues in Agricultural Development

Spring. 3 credits. Prerequisite: Agricultural Economics 608, Economics 311, or permission of instructor. S-U grades optional.

T R 4:30-5:55. R. Barker.

Issues such as production efficiency, induced technological change, allocation of research resources, and the distribution of benefits from new technology are discussed. Attention is also given to the evolution of paradigms of environmental management and development. The theoretical argument is related to applied research problems.

AG EC 665 Food and Nutrition Policy (also Nutritional Sciences 685)

Fall. 3 credits. Prerequisites: Consumer Economics and Housing 310 or 603 or Economics 311 or 313 or Agricultural Economics 415 or equivalent. Knowledge of multiple regression. S-U grades optional.

Lecs, M W 1:15-2:25.

P. Pinstrup-Andersen.

The course will identify the principal links between human nutrition and government action, with emphasis on developing countries. The process of policy formation, including economic and political factors, will be discussed. Political economy issues, including the influence of and conflict among interest groups and rent-seeking behavior related to food and nutrition policies and programs, will be analyzed. The role of nutrition information and surveillance in policy design, implementation, and evaluation will be analyzed along with methodologies for empirical analysis of food and nutrition policy. Findings and analytical methodologies from case studies in developing countries will be used, as appropriate. The role of improved nutrition in economic development both as an indicator of welfare and as a productivity-enhancing factor as well as basic relationships among nutrition, poverty, food, health, and household behavior will be briefly presented at the beginning of the course to provide a context for policy discussions.

AG EC 699 M.P.S. Research

1-6 credits. Prerequisite: registration as an M.P.S. student. Credit is granted for the M.P.S. project report.

AG EC 700 Topics in Agricultural Economics

Fall or spring. Limited to graduate students. Credit, class hours, and other details arranged with a faculty member.

This course is used to offer special topics in agricultural economics that are not covered in regular class offerings. More than one topic may be given each semester in different sections. The student must register in the section appropriate to the topic being covered; the section number is provided by the instructor.

[AG EC 708 Advanced Production Economics

Fall. 3 credits. Prerequisite: Agricultural Economics 608, 710, or equivalents; Economics 509 is highly recommended. Offered alternate years. Not offered 1991-92.

Hours to be arranged. R. N. Boisvert. Theoretical and mathematical developments in production economics, with emphasis on estimating micro- and macro-production relationships, scale economies, technical change, factor substitution. Recent developments in flexible functional forms, duality and dynamic adjustment models are emphasized. Discussions of several other selected topics such as risk, supply response, and household production functions change from year to year based on student interest.]

AG EC 710 Econometrics I

Spring. 4 credits. Prerequisite: enough preparation in matrix algebra and statistics (e.g., Statistics 417 and 601) to use G. Judge, et al., *Introduction to the Theory and Practice of Econometrics*, 2d edition, chapters 5ff.

Lecs, T R 2:30-4:25. W. G. Tomek. This course provides an intermediate-level treatment of linear statistical models used in econometrics, including distributed lag specifications, disturbance-related sets of equations, and simultaneous linear models. Common problems such as collinearity, specification error, and autocorrelated disturbances are covered. Students seeking an introduction to econometrics should take Agricultural Economics 411.

AG EC 711 Econometrics II

Fall. 4 credits. Prerequisite: Agricultural Economics 710 or equivalent. Statistics 417 recommended.

Lecs, T R 10:10-12:05. T. D. Mount. Coverage beyond that of Agricultural Economics 710 of linear regression models, including alternative methods of incorporating non-sample information and testing restrictions, diagnostic techniques for collinearity and influential observations, pooling data, stochastic coefficients, limited dependent variables and latent variables.

AG EC 712 Quantitative Methods I

Fall. 4 credits. Prerequisite: some formal training in matrix algebra. A course at the level of Statistics 417 is highly recommended.

Lecs, M W 9:05-11. R. N. Boisvert. A comprehensive treatment of linear programming and its extensions, including postoptimal analysis, goal programming, and the transportation model. Special topics in nonlinear programming, including separable, spatial equilibrium and risk programming models. Input-output models and their role in social accounting matrices and computable general equilibrium models are discussed. Applications are made to agricultural, resource, and regional economic problems.

AG EC 713 Quantitative Methods II

Spring. 4 credits. Prerequisites: Economics 509 and Agricultural Economics 710.

Lecs, W F 9:05-11. J. M. Conrad, T. D. Mount.

This course is concerned with the analysis and optimization of dynamic systems. Course objectives are to (1) present the basic theory of dynamical systems and dynamic optimization, (2) introduce associated methods of numerical and econometric analysis, (3) review some applications of dynamic analysis from various subfields in economics, and thereby (4) equip students with basic theory and methods to perform applied research on dynamic allocation problems.

AG EC 717 Research Methods in Agricultural Economics

Spring. 2 credits. Limited to graduate students. M 1:25-3:20. B. F. Stanton, D. G. Sisler.

Discussion of the research process and scientific method as applied in agricultural economics. Topics include problem identification, hypotheses, sources of data, sampling concepts and designs, methods of collecting data, questionnaire design and testing, field organization, and analysis of data. During the semester each student develops a research proposal that may be associated with his or her thesis.

AG EC 730 Seminar on Agricultural Trade Policy

Spring. 3 credits. Limited to graduate students. Prerequisites: Agricultural Economics 630. Offered alternate years.

Hours to be arranged. D. R. Lee. This course examines selected topics in the professional literature on agricultural trade policy and related topics, including agricultural and trade policy linkages, imperfect competition and strategic trade policy, and agricultural trade and development.

AG EC 731 Seminar on Agricultural Policy

Fall. 3 credits. Limited to graduate students. Offered alternate years.

T R 12:20-1:50. H. de Gorter. A review of the professional literature relating to agricultural policy issues and techniques appropriate to the analysis of such issues.

AG EC 740 Agricultural Markets and Public Policy

Spring, weeks 1-7. 2 credits. Limited to graduate students. Prerequisite: familiarity with multiple regression techniques at the Agricultural Economics 411 level or higher. Recommended: Agricultural Economics 640.

T R 12:20-2:15. W. H. Lesser. Develops the concepts and methodology for applying and analyzing the effects of public-policy directives to the improvement of performance in the U.S. food marketing system. Topics include a survey of industrial organization principles, antitrust and other legal controls, and coordination systems in agriculture.

AG EC 741 Space, Trade, and Commodity Analysis

Spring, weeks 8-14. 2 credits. Limited to graduate students. Recommended: Agricultural Economics 412 or equivalent and Agricultural Economics 640.

T R 12:20-2:15. J. Pratt.

Principal topics are spatial micro-economics of the firm, spatial pricing and location decisions, the forms of spatial competition, and quantitative methods for spatial analyses, which include techniques for finding spatial equilibria and selected network optimization algorithms.

AG EC 750 Economics of Renewable Resources

Spring. 4 credits. Prerequisites: Economics 509 and 518, or Agricultural Economics 713.

Hours to be arranged. J. M. Conrad. This course is concerned with the optimal allocation of renewable resources. Bioeconomic models of fishing and forestry are presented along with models of groundwater and residuals (environmental) management. Theory, applications, and management policy are considered.

AG EC 754 Sociotechnical Aspects of Irrigation (also Rural Sociology 754, Agricultural and Biological Engineering 754, and Government 644)

Spring. 2 or 3 credits. S-U grades optional.

Hours to be arranged. M. Walter, N. Uphoff, R. Barker.

Examines irrigated agriculture and its relation to agricultural development. Emphasis on social processes within irrigation systems and interactions with social setting, including political and administrative aspects. Provides an opportunity to examine systematically the institutional and organizational policy issues associated with the design and operation of systems of irrigated agriculture in developing countries.

[AG EC 763 Macro Policy in Developing Countries

Spring. 3 credits. Prerequisites: Economics 509, 510, 513 (may be taken concurrently), or permission of instructor. Offered alternate years. Not offered 1991-92.

Lecs, T R 12:20-1:35. S. Kyle.

This course examines macroeconomic policies in developing countries and their interaction with economic growth, development, and stability. Theoretical models useful for analysis of macro policies will be covered as well as an examination of empirical studies. Emphasis will be on research topics of current interest to students and professionals in the field, particularly those relating to the interaction of macro policy with micro and sectoral analysis.]

ANIMAL SCIENCE

J. M. Elliot, chair; B. J. Appgar, R. E. Austic, P. W. Aho, D. E. Bauman, D. H. Beermann, A. W. Bell, R. W. Blake, R. D. Boyd, W. R. Butler, L. E. Chase, W. B. Currie, H. N. Erb, R. W. Everett, J. D. Ferguson, R. H. Foote, D. G. Fox, D. M. Galton, R. C. Gorewit, H. F. Hintz, D. E. Hogue, P. A. Johnson, L. R. Jones, K. Keshavarz, W. G. Merrill, E. A. Oltenacu, P. A. Oltenacu, J. E. Parks, A. N. Pell, E. J. Pollak, R. L. Quaas, J. B. Russell, S. W. Sabin, R. D. Smith, B. E. Straw, M. L. Thonney, D. R. Van Campen, P. J. Van Soest, M. J. Wylie

AN SC 100 Domestic Animal Biology I

Fall. 3 credits. S-U grades optional.

Lec, M W F 9:05; lab/disc, T W R 2-4:25.
W. B. Currie, M. L. Thonney, and staff.

An introduction to the science of raising animals in the context of commercial animal production. Lectures and labs address the biology of economically important species (morphology, anatomy, and physiology) and application of the biology to the management of animals within major livestock industries. Topics covered include fundamentals of anatomy, regulatory mechanisms, vital systems, digestion, and metabolism. Students care for small numbers of cattle, sheep, pigs, and chickens in different phases of their life cycle to maximize hands-on contact. Living animals will be used noninvasively, and fresh organs and tissues from dead animals will be used in laboratories.

AN SC 105 Contemporary Perspectives of Animal Science

Spring. 1 credit. Limited to freshmen, sophomores, and first-year transfers.

T 1:25 or W 12:20. R. C. Gorewit.

A forum to discuss the students' career planning and the contemporary and future role of animals in relation to human needs.

AN SC 150 Domestic Animal Biology II

Spring. 4 credits. S-U grades optional.

Lec, M W F 9:05; lab/disc T W R 2-4:25.
W. B. Currie and staff.

Second of a two-semester sequence (100/150) applying the basic biology of growth, defense mechanisms, reproduction, and lactation to aspects of the husbandry of animals within major livestock industries. Fresh tissues and organs from dead animals will be used in laboratories.

AN SC 212 Livestock Nutrition

Fall. 4 credits. Prerequisite: Chemistry 104 or 208. Recommended: Animal Sciences 100 and 150.

Lecs, M W F 11:15; lab, M T W R or F 1:25-4:25. A. W. Bell.

An introduction to animal nutrition, including digestive physiology and metabolism of livestock species; nutrient properties and requirements for different aspects of animal production; principles of feed evaluation and ration formulation. Laboratory classes include gastrointestinal tract dissections and a nutritional experiment performed on a laboratory or farm animal species.

[AN SC 213 Nutrition of Companion Animals]

Spring, weeks 1-7. 1 credit. Prerequisite: Animal Sciences 212 or equivalent. Offered alternate years only. Not offered 1991-92.

W 7:30-9:25 p.m. H. F. Hintz.

Nutrition of companion animals, with emphasis on the dog and cat. Digestive physiology, nutrient requirements, feeding practices, and interactions of nutrition and disease.]

AN SC 214 Nutrition of Exotic Animals

Spring, weeks 1-7. 1 credit. Prerequisite: Animal Science 212. Offered alternate years only.

Lec W 7:30-9:30 p.m. H. F. Hintz.

Principles of nutrition for exotic animals including birds and fish. Nutrient requirements, sources of nutrients, feeding management systems, and ration formulation will be discussed. Signs of nutrient deficiencies and excesses will be described.

AN SC 221 Introductory Animal Genetics

Spring. 3 credits. Prerequisite: a year of college biology.

Lecs, T R 9:05; disc, T W R or F 2-4:25.
E. J. Pollak.

An examination of basic genetic principles and their application to the improvement of domestic animals, with emphasis on the effects of selection and mating systems on animal populations.

AN SC 230 Poultry Biology

Spring. 3 credits.

Lecs, T R 11:15; lab, W 2-4:25. Field trips during lab periods may last longer.
R. E. Austic.

Designed to acquaint the student with the scope of the poultry industry. Emphasis is on the principles of avian biology and their application in the various facets of poultry production. Some laboratory sessions involve dissection and/or the handling of live poultry.

AN SC 251 Dairy Cattle Selection

Spring. 2 credits.

Lab, W 12:20-4:25. D. M. Galton,
C. R. Holtz.

Emphasis on economical and type traits to be used in the selection and evaluation of dairy cattle. Practical sessions include planned trips to dairy herds in the state.

AN SC 265 Horses

Spring. 3 credits. Prerequisites: Animal Sciences 100 and 150 or permission of instructor. S-U grades optional.

Lecs, T R 10:10; lab, R 1:25-4:25.
H. F. Hintz.

Selection, management, feeding, breeding, and training of light horses.

AN SC 290 Meat Science

Fall. 3 credits.

Lecs, T R 10:10; lab, M T or W 1:25-4:25.
D. H. Beermann and staff.

An introduction to meat science through a study of the structure, composition, and function of muscle and its conversion to meat. Properties of fresh and processed meat, microbiology, preservation, nutritive value, inspection, and sanitation are also studied. Laboratory exercises include meat-animal slaughter, meat cutting, wholesale and retail cut identification, anatomy, processing, inspection, grading, quality control, and meat merchandising. An all-day field trip to commercial meat plants is taken.

AN SC 300 Animal Reproduction and Development

Spring. 3 credits. Prerequisite: Animal Science 100-150 or equivalent and one year of introductory biology.

Lecs, M W F 10:10. J. Parks.

Comparative anatomy and physiology of domestic animal reproduction. Fertilization through embryonic development, pregnancy, and growth to sexual maturity; emphasis on physiological mechanisms and application to fertility regulation. Separate laboratory offered to demonstrate fundamental and applied aspects of reproduction.

AN SC 301 Animal Reproduction and Development Lab

Spring. 1 credit. Prerequisite: Animal Science 100-150 or equivalent. Concurrent enrollment in or completion of Animal Science 300 required to register.

Labs, M W or F 1:25-4:25. Each lab limited to 30 students. J. Parks.

Demonstration of fundamental principles and applied aspects of domestic animal reproduction. A limited number of live animals will be used in some demonstrations. Dissection and examination of tissues from vertebrate animals will be included in selected laboratories.

AN SC 305 Farm Animal Behavior

Spring. 2 credits. Prerequisites: an introductory course in animal physiology and an introductory course in genetics; at least one animal production course is recommended. S-U grades optional.

Lec, T R 11:15. E. A. Oltenacu and
K. A. Houpt.

The behavior of production species (avian and mammalian) influences the success of any management program. Students will study behaviors relating to feeding, reproduction, and social interactions of domestic animals. Management systems for commercial livestock production and their implications for animal behavior and welfare will be stressed.

AN SC 312 Applied Animal Nutrition

Spring. 4 credits. Limited to 32 students.

Prerequisites: Animal Science 100, 150, and 212 (or equivalents). Recommended: 1 semester organic chemistry. S-U grades optional.

Lecs, M W F 10:10; lab, R 1:25-4:25.
R. D. Boyd and D. G. Fox.

Provides in-depth training in applied animal nutrition. Appropriate for students considering careers as nutritional consultants or who intend to enter graduate school in nutrition. An appropriate balance between biological concepts and applied feeding practices is attained with particular emphasis on the dynamics of nutrient requirements in various physiological states of both ruminant and nonruminant farm animals.

AN SC 321 Genetic Improvement of Animals

Spring. 3 credits. Prerequisite: Animal Science 221 or equivalent.

Lecs, M W 9:05; lab, T 1:25.
P. A. Oltenacu.

Translating genetic principles into effective breeding schemes is approached from the farm and industry perspectives in a decision-making framework. Current animal improvement strategies as well as potential systems incorporating new developments in reproductive biology and molecular genetics will be addressed in genetic and economic terms.

AN SC 330 Commercial Poultry Production

Fall. 1-2 credits. Prerequisites: Animal Sciences 100, 150, and 230 or permission of instructor. Offered alternate years.

F 2-4 (occasional field trips run past 4 p.m.). K. Keshavarz.

The course emphasizes production and business management aspects of commercial poultry farm operation and is designed to acquaint the student with current technology involved in commercial poultry production.

AN SC 332 Poultry Hygiene and Disease (also Veterinary Medicine 255)

Fall. 2 credits. Minimum enrollment, 6 students; maximum enrollment, 16 students. Prerequisites: Biological Sciences 290 and permission of the instructor. Offered alternate years.

Lec, disc, lab, F 2:05-4:25.

B. Lucio-Martínez.

A combination of lecture, discussion, laboratory, and literature search exercises. Focuses on the poultry industry structure and management practices and their effect on poultry health. Selected diseases are used to discuss control through eradication and/or immunization. Includes laboratory demonstration/exercises on anatomy and on bleeding, euthanasia, and necropsy techniques.

AN SC 341 Physiology of Lactation

Spring. 3 credits. Prerequisite: Animal Sciences 150 or Animal Sciences 300 or equivalent.

Lecs, T R 9:05; lab, R 2-4:25.

R. C. Gorewit.

The physiology of milk production is covered with emphasis on mammary gland development, anatomy, hormonal control of milk secretion, and the biosynthesis of milk constituents. The dairy cow serves as the model system, but all livestock species are considered.

AN SC 350 Dairy Cattle

Fall. 3 credits. S-U grades optional. Recommended: Animal Sciences 150 or equivalent, 212 and 221.

Lecs, T R 10:10; lab, M T R 1:25-4.

D. M. Galton, C. R. Holtz.

Introduction to the background and scientific principles relating to dairy cattle production. Laboratories are designed to provide an understanding of production techniques. This course is a prerequisite for Animal Sciences 351.

AN SC 351 Dairy Herd Management

Spring. 4 credits. Prerequisites: Animal Sciences 350 or permission of instructor. Recommended: Agricultural Economics 302.

Lecs, M W F 11:15; labs, M T 1:25-4:25, F (alternate weeks) 1:25-4:25.

D. M. Galton and staff.

Application of scientific principles to practical herd management with components of reproduction, genetics, milking, housing, and records. Laboratories emphasize practical applications, analyses of alternatives, decision making, field trips, and discussion.

[AN SC 360 Beef Cattle

Spring. 3 credits. Prerequisite: Animal Science 100, 150 or equivalent, 212, 221, or permission of instructor. Not offered 1991-92.

Lecs, T R 10:10; lab, W 2-4:25.

M. L. Thonney.

Emphasis is on the management of reproduction, nutrition, and selection in beef cattle enterprises. A cattle growth model is studied.

Laboratories acquaint students with the management skills needed for a beef operation. Students are required to spend several days during the semester feeding and caring for cattle and observing calving.]

AN SC 370 Swine Production

Fall. 3 credits. Prerequisites: Animal Science 100, 150 (or equivalent), 212, 221, or permission of instructor.

Lecs, T R 11:15; lab, T 2-4:25.

R. D. Boyd.

The objective is to provide an opportunity to acquire practical knowledge and a technical basis for making decisions in various types of swine enterprises. Emphasis placed on types of production systems; genetic improvement programs; reproductive, farrowing, and lactation management; nutrition; herd health; and housing facilities. Laboratories are designed to extend and apply principles discussed in lecture and to provide students with the opportunity to develop management skills. Biology emphasized where possible.

AN SC 380 Sheep

Fall. 3 credits.

Lec, T R 9:05; lab and disc periods, W 1:25-4:25 every other week.

D. E. Hogue.

The breeding, feeding, management, and selection of sheep from a production-system approach. Lectures and laboratories are designed to give students a practical knowledge of sheep production as well as the scientific background for improved practices.

AN SC 392 Animal Growth Biology

Fall. 2 credits. Not open to freshmen; sophomores by permission of instructor only. Prerequisites: one year of college biology and one course in animal or human physiology, Animal Science 212 and 221.

Lec, R 1:25-3:25; disc, F 1:25-2:15.

D. H. Beermann.

A detailed discussion of the anatomy and physiology of growth in domestic farm animals. Cellular aspects of tissue-growth patterns, their relationship to body composition, and measurement of growth and body composition will be discussed. Endocrine, genetic, nutritional, and pharmacological influences on growth, metabolism, and body composition will be emphasized.

AN SC 400 Tropical Livestock Production

Spring. 3 credits. Prerequisite: Animal Sciences 150 or equivalent, 212, or 221 or permission of instructor.

Lecs, T R 9:05; disc W 1:25-3:20.

R. W. Blake.

An analysis of constraints on livestock production in developing countries of the tropics, economic objectives and risk, and production methods. Emphasis is on strategic use of animal and plant resources, animal performance with inputs restricted, decision making, and alternative systems of production. Principles, real examples, and independent study projects will help identify research to improve food security.

AN SC 401 Dairy Production Seminar

Spring. 1 credit. Limited to juniors and seniors.

Disc, M 7 p.m. D. E. Bauman.

Students, with the help of faculty members, complete a study of the research literature on topics of current interest in the dairy industry. Students make oral and written reports.

AN SC 402 Seminar in Animal Sciences

Spring. 1 credit. Limited to juniors and seniors. May be repeated. S-U grades optional.

M 4:30; then hours to be arranged.

W. R. Butler and staff.

Review of literature pertinent to topics of animal science or reports of undergraduate research and honors projects. Students present oral and written reports.

AN SC 403 Tropical Forages

Spring. 2 credits. Limited to seniors and graduate students except by permission of instructor. Prerequisites: crop production and livestock nutrition. Offered alternate years.

Lecs, T R 12:20. P. J. VanSoest.

An overview of tropical grasslands, seeded pastures, and crop residues as feed resources; grass and legume characteristics; establishment and management of pastures; determination of feeding value forages and crop residues; physiology of digestion of ruminants that affects feeding behavior of various species; problems of chemical inhibitors in plants; and utilization of tropical forages as hay or silage.

AN SC 410 Principles of Animal Nutrition

Fall. 3 credits. Prerequisite: organic chemistry. Recommended: biochemistry or concurrent registration in a biochemistry course.

M W F 11:15; 2 discs to be arranged.

2 evening prelims to be arranged.

C. C. McCormick.

A fundamental approach to nutrition focusing on the metabolism as well as the biochemical and physiological function of the known nutrients. The basic principles of nutrition are elaborated with examples drawn from a broad range of animal species, including humans. Emphasis is also directed toward nutritional techniques and the application of the topics covered.

AN SC 415 Poultry Nutrition

Spring. 1 credit. Prerequisite: Animal Sciences 410 or permission of instructor.

F 11:15. G. F. Combs, Jr.

A practical consideration of principles of nutrition applied to feeding poultry, including use of linear programming techniques in diet formulation.

[AN SC 419 Animal Cytogenetics (also Toxicology 419)

Fall. 4 credits. Prerequisites: Animal Sciences 221, Biological Sciences 281, or permission of instructor. Not offered 1991-92.

Lec, T R 9:05; disc, T or W 1:25-3:20.

S. E. Bloom.

A study of normal and aberrant chromosomes in animals and man. Lecture topics include chromosome organization, variations in chromosome structure and number, chromosomes in mitosis and meiosis, cytogenetics of abortuses, parthenogenesis, chromosomes in cancer, veterinary and human cytogenetics, genetic engineering, and genetic toxicology. Students investigate topics of their choice for discussions and a research paper.]

AN SC 420 Quantitative Animal Genetics

Fall. 3 credits.

Lecs, T R 11:15; lab, W R or F 2-4:25.

E. J. Pollak.

A consideration of problems involved in improvement of animals, especially farm animals, through application of the theory of quantitative genetics, with emphasis on selection index.

[AN SC 421 Seminar in Animal Genetics]

Fall. 1 credit. Prerequisite: Animal Sciences 221 or concurrent registration in Animal Sciences 420. Not offered 1991-92.

T 12:20. Staff.

A discussion of applications of principles of quantitative genetics and animal breeding to specific types of animals such as dairy animals, meat animals, and horses.]

[AN SC 422 Methods: Quantitative Genetics]

Fall. 1 credit. Prerequisite: Animal Sciences 420 or concurrent registration in Animal Sciences 420. Not offered 1991-92.

R 12:20. Staff.

An introduction to methods of research in quantitative genetics and animal breeding, including estimation of heritability, repeatability, and genetic and phenotypic correlations.]

[AN SC 427 Fundamentals of Endocrinology]

Fall. 3 credits. Prerequisite: human or veterinary physiology or permission of instructor.

Lecs, M W F 9:05. P. A. Johnson.

Physiology and regulation of endocrine secretions. Neuroendocrine, reproductive, growth, and metabolic aspects of endocrinology are emphasized. Examples are selected from many animals, including humans.

[AN SC 430 AI and Embryo Biotechnology]

Fall. 2 credits. Prerequisite: a course in reproductive physiology and permission of instructor at preregistration. Fee of \$250 includes books and supplies. Offered alternate years. Not offered 1991-92.

Lecs, T R 9:05; labs to be arranged.

R. H. Foote.

Principles and practice of semen collection and evaluation, artificial insemination, freezing of sperm and embryos, embryo collection, evaluation, micromanipulation, and transfer in farm animals and rabbits. Embryo transfer may require surgery.]

[AN SC 455 Dairy Nutrition and Health]

Fall. 3 credits. Prerequisite: Animal Sciences 351 and permission of instructor.

Lecs, T R 11:15; lab, M T 1:25-4:25;

F (alternate weeks) 1:25-4:25.

C. R. Holtz, D. M. Galton.

Application of scientific principles to practical herd management with components of nutrition and herd health. Laboratories emphasize practical applications, analyses of alternatives, decision making, field trips, and discussion.

[AN SC 456 Dairy Management Fellowship]

Spring. 2 credits. Limited to seniors. Prerequisites: Animal Sciences 351 and 455, and permission of instructor. S-U grades only.

Hours to be arranged. D. M. Galton, C. R. Holtz.

The program is designed for undergraduates who have a sincere interest in dairy farm management. Objectives are to gain further understanding of the integration and application of dairy farm management principles and programs with respect to dairymen's objectives and methodology, to expand the concept of team approach in the development and implementation of management programs, and to gain further understanding of the role of research and industry in agriculture.

[AN SC 457 Livestock Fellowship]

Spring. 2 credits. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged. D. E. Hogue and staff.

A program for students with particular interests in meat animal production, beef cattle, sheep, and swine. Objectives are to gain a more thorough understanding of the production of these species and their integration in various farm management situations. Students will participate in extension education programs and have contact with representative livestock producers as well as the agribusiness organizations important to livestock production.

[AN SC 486 Immunogenetics]

Fall. 3 credits. Limited to seniors (25) and graduate students. Prerequisites: an introductory course in genetics and prior or concurrent enrollment in basic immunology. Offered alternate years. Not offered 1991-92.

Lecs, M W F 10:10. R. R. Dietert.

Consideration of the genes and gene families important for immune function. Genetic factors in leukocyte differentiation, antibody diversity, inflammation, antigen recognition, immune response, cell cooperation, and disease resistance will be considered.]

[AN SC 490 Commercial Meat Processing]

Spring. 3 credits. Prerequisite: Animal Sciences 290 or permission of instructor.

Lecs, T R 9:05; lab, T or R 1:25-4:25.

Field trip to commercial meat processing plants. D. H. Beermann.

A study of the classification, formulation, and production of commercially available processed meat products. Physical and chemical characteristics of meat and nonmeat ingredients; their functional properties; various methodologies; microbiology; packaging, handling, and storage; and quality assurance are discussed.

[AN SC 496 Animal Sciences Honors Seminar]

Fall. 1 credit. S-U grades only. Students must be accepted into the Animal Sciences Honors Program.

Hours to be arranged. Animal Science honors committee.

The course is designed to provide information and guidance for students enrolled in the honors program in animal sciences and expecting to complete an honors thesis. The course will meet for 1-1/2 hours per week for 8 to 10 consecutive weeks, during which time the following topics will be presented and discussed: requirements and expectations of the honors program, formulating hypotheses, the scientific method, experimental design, data handling and manipulation, library usage and literature search techniques, animals in research, ethics in science, and scientific writing.

[AN SC 497 Special Topics in Animal Science]

Fall or spring. 1-3 credits; may be repeated for credit. Intended for students in animal sciences. Prerequisite: permission of instructor. S-U grades optional.

Staff.

May include individual tutorial study or a lecture topic selected by a professor. Since topics may change, the course may be repeated for credit.

[AN SC 498 Undergraduate Teaching]

Fall or spring. 1 or 2 credits; 4 credits maximum during undergraduate career. Limited to students with grade-point averages of at least 2.7.

Designed to consolidate the student's knowledge. A participating student assists in teaching a course allied with the student's education and experience. The student is expected to meet regularly with a discussion or laboratory section, to gain teaching experience, and regularly to discuss teaching objectives, techniques, and subject matter with the professor in charge.

[AN SC 499 Undergraduate Research]

Fall or spring. 6 credits maximum during undergraduate career. Not open to students who have earned 6 or more undergraduate research credits elsewhere in the college. Limited to juniors and seniors with grade-point averages of at least 2.7.

Affords opportunities for students to carry out independent research under appropriate supervision. Each student is expected to review pertinent literature, prepare a project outline, conduct the research, and prepare a report.

[AN SC 600 Research]

Fall or spring. Credit to be arranged. S-U grades optional.

Hours to be arranged.

Faculty in the field of animal science.

[AN SC 601 Proteins and Amino Acids (also Nutritional Sciences 601)]

Fall. 2 credits. Prerequisites: physiology, biochemistry, and nutrition, or permission of instructor.

Hours to be arranged. R. E. Austic.

A course in amino acid and protein nutrition, with emphasis on the dynamic aspects of protein digestion and amino acid absorption, protein and amino acid metabolism, nutritional interrelationships, and assessment of amino acid availability and amino acid requirements.

[AN SC 604 Vitamins]

Fall. 2 credits.

T R 10:10. G. F. Combs, Jr.

A discussion of the chemistry, biochemistry, and physiological functions of the vitamins, with emphasis on nutritional aspects.

[AN SC 605 Forage, Fiber, and the Rumen]

Spring. 4 credits. Prerequisites: either general nutrition and biochemistry or permission of instructor. S-U grades optional.

M W F 12:20; disc, W 11:15 or F 1:25.

P. J. Van Soest.

Ruminant nutrition; lower-tract fermentation in monogastrics; nutritional biochemistry of forage plants, fiber, and cellulosic material.

[AN SC 607 Microbiology of the Rumen]

Fall. 3 credits. Prerequisites: general biochemistry and microbiology. Not offered 1991-92.

Lecs, M W F 10:10. J. B. Russell.

Nutrition, biochemistry, physiology, taxonomy, and ecology of rumen microorganisms. Effects of rumen microbial ecology on ruminant nutrition. Manipulation of rumen fermentations to maximize host-animal performance.]

[AN SC 610 Seminar]

Fall and spring. 1 credit. Required of all graduate students with a major or minor in animal sciences. S-U grades only.

M 11:15. Department faculty.

AN SC 613 Forage Analysis

Spring. 2 credits. Prerequisite: permission of instructor. S-U grades optional.

Lab, R 2-4. P. J. Van Soest.

Chemical composition and nutritive evaluation of forage plants and related materials. The course includes a term paper summarizing results of independent laboratory study of either materials or methods.

AN SC 619 Field of Nutrition Seminar

Fall and spring. No credit. No grades given.

M 4:30. Faculty and guest lecturers.

Lectures on current research in nutrition.

AN SC 620 Seminar in Animal Breeding

Fall and spring. 1 credit. Limited to graduate students with a major or minor in animal breeding. S-U grades only.

Hours to be arranged.

AN SC 621 Seminar: Endo/Reprod Biology

Fall and spring. 1 credit. Registration limited to graduate students. Advanced undergraduates welcome to attend. S-U grades only.

W 4:30. W. R. Butler and staff.

Current research in reproductive physiology is presented by staff members, graduate students, and visitors.

AN SC 630 Bioenergetics/Nutritional Physiology

Spring. 3 credits. Prerequisites: Animal Sciences 410 and biochemistry or physiology, or permission of instructor. S-U grades optional.

Lec, M W F 10:10. A. W. Bell and D. E. Bauman.

An integrated systems approach to the nutritional physiology and energy metabolism of productive animals. Emphasis on extracellular regulation of tissue and organ metabolism of specific nutrients in relation to level and efficiency of milk and meat production. Critical discussion of techniques and approaches to the study of animal bioenergetics.

AN SC 640 Special Topics in Animal Science

Fall or spring. 1 or more credits. S-U grades optional.

Hours to be arranged. Staff.

Study of topics in animal science more advanced than, or different from, other courses. Subject matter depends on interests of students and availability of staff.

AN SC 720 Advanced Quantitative Genetics

Spring. 3 credits. Prerequisites: matrix algebra, linear models, and mathematical statistics. S-U grades optional. Offered alternate years.

Hours to be arranged. R. L. Quaas.

Estimation of genetic and environmental parameters required to design efficient selection programs. Emphasis is given to interpretation of experimental and survey data with unequal subclass numbers, and prediction of genetic progress resulting from alternative selection methods.

Related Courses in Other Departments

Introductory Animal Physiology (Biological Sciences 311)

Introductory Animal Physiology Laboratory (Biological Sciences 319)

Milk Quality (Food Science 351)

Agriculture in the Developing Nations (International Agriculture 602)

Lipids (Nutritional Sciences 602)

Basic Immunology, Lectures (Biological Sciences 305)

Basic Immunology, Laboratory (Biological Sciences 307)

BIOLOGICAL SCIENCES

The program of study in biology is offered by the Division of Biological Sciences. For course descriptions, see the section on the Division of Biological Sciences.

COMMUNICATION

R. D. Colle, chair; N. E. Awa, B. O. Earle, J. Earle, G. Gay, C. J. Glynn, D. A. Grossman, J. E. Hardy, B. Lewenstein, D. G. McDonald, R. E. Ostman, Z. Pan, R. Roe, T. M. Russo, C. Scherer, D. F. Schwartz, M. A. Shapiro, P. Stepp, R. B. Thompson, L. VanBuskirk, W. B. Ward, S. Warland, S. A. White, C. Whittle, J. P. Yarbrough

The middle and last digits of course numbers are used to denote specific areas:

- 00-09 Speech communication
- 10-19 Interpersonal communication
- 20-29 Mass communication
- 30-39 Visual communication and graphic design
- 40-49 Electronic media
- 50-59 Journalistic writing
- 60-66 Professional writing
- 67-69 Editing
- 70-79 Communication planning and strategy (advertising and public relations)
- 80-89 Research methods and interdisciplinary courses
- 90-94 Special topics and seminars
- 95-99 Individualized study

COMM 101-109 Rhetorical Scholarship Lab

Fall and spring. Maximum 1 credit per semester; may be repeated up to 6 credits in different labs. Limited to 20 communication majors or students with permission of instructor. S-U grades only.

Lec, hours to be arranged. P. Stepp and staff.

Students research and analyze contemporary issues to identify facts and derive the underlying values. Research will be used to write lines of argument, cases for debate, and speeches for public address, or to analyze pieces of literature to understand the author's intent. Analyses will be used to develop approaches to the oral presentation of the literature.

COMM 101 Debate: Affirmative Case

COMM 102 Debate: Value Objections

COMM 103 Debate: Briefs

COMM 104 Public Address: Persuasion

COMM 105 Public Address: Rhetorical Criticism

COMM 106 Public Address: Informative

COMM 107 Oral Interpretation: Prose

COMM 108 Oral Interpretation: Poetry

COMM 109 Oral Interpretation: Dramatic Duo

COMM 116 Theories of Human Communication

Spring or summer. 3 credits. Not open to first-semester freshmen. S-U grades optional.

Spring: lecs, M W 12:20; disc., F 12:20. R. Roe.

Designed to introduce students to the basic areas of study common in communication theory and research. Basic ideas and theories about language, interpersonal communication, small-group communication, nonverbal communication, organizational communication, and the mass media will be covered.

COMM 120 Introduction to Mass Media

Fall or summer. 3 credits. S-U grades optional.

Fall: lecs, M W F 12:20. D. McDonald.

History, processes, philosophies, policies, and functions of U.S. communication media. The media are examined individually and collectively in regard to content, economics, production, effects of messages, regulation, and other contemporary issues.

COMM 150 Writing for Media

Fall, spring, or summer. 3 credits. Limited to communication majors—freshmen and transfers—fall and spring; open enrollment in summer.

Fall: Lec, T 9:05-11; lab, R 9:05-11 or R 11:15-1:10. M. Shapiro. Spring: Lec, T 8-10; lab 1, W 8-10; lab 2 and lab 3, R 8-10. B. Lewenstein.

Basic writing for print and broadcast. A back-to-basics approach to writing for clarity and style, using news and feature writing as a framework. Also includes some public information assignments. Media form and style are analyzed. Weekly writing assignments, both in and outside of class, are given.

COMM 190 Communication Perspectives Seminar

Fall. 1 credit. S-U grades optional. Possible field trip(s).

Lec, M 1:25. B. O. Earle and staff.

(Open to freshmen/transfer students in the Department of Communication.) The course will provide an orientation to the department and university and serve as a forum to discuss contemporary and future role of communication in society. Presentations by Cornell faculty and staff members, and by professionals in the field. Topics will be selected from areas such as new technology, constitutional and policy issues, career opportunities, professionalism and ethics, societal changes and implications.

COMM 201 Oral Communication

Fall, spring, or summer. 3 credits. Each section limited to 24 students (fall and spring) or 15 students (summer). Preference given to sophomores, juniors, and seniors. Students missing the first two class meetings without university excuse are dropped so others may register. No student will be added or dropped after the second week of classes.

Disc, M W F 8; M 8 and W F 9:05; M 9:05 and W F 8; W M F 9:05; M 9:05 and W F 10:10; M 9:05 and W F 11:15; M 9:05 and W F 12:20; M W F 10:10; M 10:10 and W F 11:15; M F 11:15 and W 1:25; M F 12:20 and W 1:25; M 12:20 and W F 9:05; M 12:20 and W F 10:10; M W F 1:25; M T W 12:20; T R 9:05 and W 12:20; T R 10:10 and W 12:20; T R 10:10 and W 1:25; T R 11:15 and W 12:20; T R 11:15 and W 1:25; T W R 12:20 and W 1:25; T W R 1:25; M 10:10 and T R 9:05; M T R 10:10. Some section times may be omitted in some semesters. See the summer catalog for summer semester times. R. B. Thompson, R. Roe, T. Russo, P. Stepp, and staff.

Through theory and practice students develop self-confidence and competence in researching, organizing, and presenting material to audiences. Students give four graded speeches, write short papers, perform speaker evaluations, and engage in other speech-related activities.

COMM 203 Argumentation and Debate

Fall and spring. 3 credits.

T R 12:20–1:45. P. Stepp.

The student will learn the principles of argumentation and the rules of debate. Classroom debates on the CEDA national topic will provide experience in critical thinking, rapid organization of thoughts, employment of research, and writing and speaking in a logical, persuasive manner.

COMM 204 Effective Listening

Fall, spring, or summer. 3 credits. Limited to 25 nonfreshman students per section. No students accepted or allowed to drop after the second week of classes.

Lec, M 1:25–2:40; lab, T, W, R, or F 1:25–2:40. Evening prelim: fall, Oct. 17 and Nov. 19; spring, March 12 and Apr. 21. S. Fadden.

Lecture and sections are used to present an analysis of the process of listening, to identify barriers to effective listening, and to develop students' listening skills. Topics include audiology, cultural contexts, intercultural communication, linguistics, therapeutic listening, and critical analysis of information. Students are involved in skill-building exercises and in writing self-analytical papers, as well as attending seminars.

COMM 216 Communicating Interpersonally

Fall and spring. 3 credits. Prerequisite: Communication 116 or permission of instructor. Not open to freshmen. (Communication sophomore majors are given first priority.)

Lecs, M W F 2:30–3:45. B. Earle.

The course emphasizes understanding the dynamics affecting interpersonal communication in personal, social, and professional circumstances. It addresses self-awareness, assertiveness, person perception, attraction, and conflict management. Instruction techniques include in-class exercises, assigned reading, class discussion and lecture, plus

report of field observation and journal-keeping assignments.

COMM 230 Visual Communication

Fall. 3 credits. Limited to nonfreshmen and communication freshmen. Not recommended for design or art majors. Cost of individual project materials, \$20–\$30.

Lec, T R 9:05; computer lab 1, T 1:25–3:20, lab 2, R 3:35–5:30, lab 3, F 1:25–3:20, lab 4, F 10:10–12:05. C. Scherer.

A basic course in the use and importance of visual communication. Course focuses on objectives, audiences, and methods of visual production. Particular emphasis is placed on the visual communication of scientific and technical information. The laboratory concentrates on the use of computers for production of visual materials. Practical projects are assigned.

COMM 232 Art of Publication

Fall and spring. 3 credits. Each lab limited to 25 nonfreshman students. Students missing the first two classes without university excuse are dropped so others may register. Project materials cost \$30–\$50.

Fall and spring. M or W 1:25–4:25. M. Toor.

A basic course designed to explore visual concepts that increase communication effectiveness through the printed word. The importance of selecting and coordinating format, layout, typography, and illustrations is stressed. Lectures, a field trip, in-class laboratory assignments, and outside projects examine opportunities and problems in publication design and production.

COMM 234 Photo Communication

Summer only. 2 credits. A lecture course for those with limited experience in photography. Students are expected to supply their own cameras.

Hours to be arranged. Staff.

Basic photography; photojournalism is emphasized during the latter part of the course.

COMM 250 Newswriting for Newspapers

Fall or spring. 3 credits. Limited to 25 students. Prerequisite: Comm 150, major in communication, or permission of instructor. Keyboarding ability essential. Students missing first two classes without university excuse will be dropped.

Lec, R 1:25–2:20; lab, R 2:30–4:25, plus out-of-class writing assignments. J. Earle. Writing and analyzing news stories. A study of the elements that make news, sources of news, interviewing, writing style and structure, press problems, and press-society relations. Concentration on newswriting as it is practiced by newspapers in the United States. Two writing assignments each week, one done in class, one done out of class.

COMM 272 Principles of Public Relations and Advertising

Spring. 3 credits. Preference given to ALS students. Not open to freshmen.

Lecs, M W; lab, F 12:20 or F 1:25. Z. Pan. Survey of the fields of public relations and advertising. Descriptions of organizations, jobs, and functions in the industry. The roles of public relations and advertising in society, the economic system, and organizations. Psychological and sociological principles as formulations for appeals. Strategies for media selection and message execution. Introduction to research and regulation.

COMM 301 Business and Professional Speaking

Fall or spring. 3 credits. Prerequisite: Communication 201.

Lec, M 11:15; lab, T 10:10–12:05, 1:25–3:20 or W 11:15–1:10. Staff.

The study and practice of written and oral communication skills used in formal and informal organizations, including interviews, informative and persuasive speeches, reports, and discussions. Students exercise and enhance the organizational, analytical, and presentational skills needed in particular settings suited to their own business and professional careers.

COMM 314 Small-Group Communication

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: Communication 116 or permission of instructor.

T R 1:25–3. N. E. Awa.

The course is designed to help students explore the dynamics of group interaction processes through (1) exposure to small-group constructs and research, and (2) development of skills vital to the application of principles to real life situations. The approach is eclectic, covering theories from such cognate fields as psychology, sociology, education, and organizational behavior. Students will learn experientially about groups by participating in group (problem solving) projects. Among the areas covered are the role of groups in contemporary society, leadership, decision making and problem solving techniques, conflict management and resolution, groups in business and industry, and team development.

COMM 316 Rhetorical Theory

Fall. 3 credits. Limited to 20 communication majors. Prerequisites: Communication 116 and 201 or permission of instructor.

M W F 1:25. R. Thompson.

Considers current views of rhetoric in historical perspective. Shows how assumptions about communication both shape the worldview of the communicator and either aid or hinder the reaching of various communication goals. Treats historical figures briefly; focuses on contemporary thinkers such as Toulmin, Ong, Burke, Richards, Kuhn. Second half of course taught in seminar format.

COMM 342 Electronic Media

Spring. 3 credits. Limited to 18 communication majors. Prerequisites: Comm 120 and 150.

Lec, T 1:25; lab, R 1:30–3:30. T. Russo.

The techniques of audio and video message design and production. Emphasis on development of pre- and postproduction skills needed for the development of effective audio/video production. Students complete exercises designed to develop specific competencies and work on projects from conception through production.

[COMM 344 Radio Writing and Production

Fall. 3 credits. Limited to 30 communication majors. Prerequisite: Communication 342. Not offered 1991–92.

Lec, M W 1:25; lab, W 2:30–4:25. Staff.

Scripting and recording various public information formats for possible use on local and state radio stations. Students create complete broadcasting plans and materials for public and private organizations.)

[COMM 346 Television Writing and Production]

Fall. 3 credits. Limited to 30 communication majors. Prerequisite: Communication 342. Not offered 1991-92.

Lec, M 1:25-3:20; lab, evening hours to be arranged. D. McDonald.

Television and video production. Students gain experience in studio and field production. Lectures concentrate on developing a sense of project planning and production aesthetics; lab concentration is on producing full-scale information, documentary, or public affairs programs from development of the idea through research, scripting, planning, and production.]

COMM 348 Video Communication

Fall or summer. 3 credits. Prerequisites: Communication 116, 230, 342, and/or permission of instructor.

R 1:25-4:25. S. White.

An overview of video communication applications and participatory message development. Examination of relevant organizational and visual communication theory. Increase competency with portable videotape recording, equipment, audio and visual input to video and production, and postproduction planning and editing techniques.

COMM 350 Writing for Magazines

Fall or spring. 3 credits. Limited to 25 juniors, seniors, and graduate students, or others with permission of instructor. No drops after third week. Extensive out-of-class writing assignments.

Fall: M 1:25-4:25, W. B. Ward; spring: T R 11:15-12:45. J. Earle.

A course in nonfiction freelance writing for magazines. Intensive fact writing to help students communicate more effectively through the medium of the printed word in magazines. Art and techniques of good writing are studied; magazines in many fields of interest are reviewed. All articles are analyzed and returned to the student to rewrite and submit to a magazine.

COMM 352 Science Writing for the Mass Media

Fall. 3 credits. Not open to freshmen. Limited to 25 students. Prerequisite: one college writing course.

Lecs, M W F 9:05. B. Lewenstein.

Both the "how-to" and the content of science, technology, and medical writing for the mass media. Discussion topics include accuracy, simplicity, comprehensiveness, risk communication, and the history and social structure of science. Writing assignments focus on writing news and feature stories for newspapers and magazines, with excursions into newsletters, radio, TV, and other media.

COMM 354 Print Media Laboratory

Fall. 3 credits. Limited to junior, senior, and graduate communication majors. Prerequisite: Communication 232, 250, or 350.

R 1:25-4:25. J. E. Hardy and staff.

Writing, editing, and layout principles practiced in publishing the Cornell Countryman. Some additional outside work sessions may be required. Students will use microcomputers.

COMM 356 Print Media Laboratory

Spring. 3 credits. Limited to junior, senior, and graduate communication majors. Prerequisite: Communication 232, 250, or 350.

R 1:25-4:25. J. E. Hardy and staff.

A continuation of Communication 354. Students will use microcomputers.

COMM 360 Scientific Writing for Public Information

Fall and spring. 3 credits. Limited to 25 nonfreshman or graduate students per section. Prerequisite: any college-level writing course.

Fall: lec, T R 9:05 and W 11:15, T R 10:10 and W 12:20, J. E. Hardy. Spring: M W F 9:05 (L. VanBuskirk), T R 10:10 and W 12:20 (J. E. Hardy).

An intensive course in simplifying scientific and technical material for specific audiences within the general public. Weekly assignments include instructions, descriptions, explanations, and summaries in such formats as the newsletter, brochure, and report. Audience analysis will be emphasized. Not oriented to the mass media.

COMM 363 Organizational Writing

Fall, spring, or summer. 3 credits. Limited to 25 junior, senior, or graduate students per section. Prerequisite: any college-level writing course.

M W F 11:15 and 12:20. L. VanBuskirk, and staff.

Students write as members of different organizations, in the position of supervisor, subordinate, colleague, and representative of business, government, community, and other organizations. Emphasis on adapting tone to the audience and the purpose of the message. Weekly writing assignments include various kinds of internal and external reports, memoranda, proposals, and letters. Assignments based on the Exxon Valdez oil spill and other case studies.

COMM 365 Writing in the Sciences and Engineering

Summer only. 3 credits. Limited to 25 junior, senior, or graduate students per section.

Prerequisite: any college-level writing course.

M W F 10:10. Staff.

Students write scientific or technical material for colleagues in their own field. The objective is clear, concise writing, with attention to grammatical construction, usage, paragraph development, and organization. Weekly writing assignments include scientific or technical instructions, descriptions of equipment and procedures, definition and explanation of concepts, graphic presentations and discussion of data, abstract and summary, memorandum, research proposal, progress report, and research report.

COMM 368 Editing

Spring. 3 credits. Limited to 25 junior, senior, or graduate students. Prerequisite: Communication 250, 350, 352, 360, or 365.

W F 10:10-11:25. J. E. Hardy.

Students will follow the process that takes a manuscript from final draft to page proof. Emphasis will be on copy editing, proofreading, fitting copy, working with authors, making editorial decisions, and developing skill in critical reading. Appropriate for any student who expects to work with manuscripts or do editorial work.

COMM 372 Advanced Advertising

Fall and spring. 3 credits. Prerequisites: Communication 272. Enrollment preference given to communication or marketing major.

Lecs, M W 2:30-3:20; labs, M W 3:20-4:25. C. Whittle.

Course is designed to be the second or advanced part of the study of advertising. It provides a more in-depth background on how advertising programs and techniques function. Especially structured for students with a strong, serious career interest in advertising, marketing, sales promotion and public relations. Emphasis on very practical learning of tools and techniques, conceptual thinking, creativity, campaign development and hands-on learning experiences. Designed to equip students for the challenges of the real world.

COMM 375 Communication Planning and Strategy I

Fall. 3 credits. Limited to 35 juniors and seniors. Prerequisite: Communication 272 or permission of instructor.

Lec, T R 10:10-12:05. Z. Pan.

Theories that guide and influence the solutions to public relations and public information problems in agriculture, business, government, social welfare, and other organizations. Examination of the process of the formation of public opinion. Discussion of research techniques and communication tools used in communication planning, and fundamentals of developing a communication plan. Case studies and projects.

COMM 376 Communication Planning and Strategy II

Spring. 3 credits. Limited to 25 juniors and seniors. Prerequisite: Communication 375 and Communication 382. Non-majors may enroll with permission of instructor.

Lec and lab, T R 10:10-11:40. Staff.

A continuation of Communication 375. Focus is on the development and implementation of actual communication campaigns. Students work closely with a community organization in designing and implementing a communication program.

COMM 380 Independent Honors Research in Social Science

Fall or spring. 1-6 credits. Limited to undergraduates who have met the requirements for the honors program.

N. E. Awa.

COMM 382 Survey Research Methods

Fall or spring. 3 credits. Limited to 20 junior, senior, or graduate communication majors; others by permission of instructor. Prerequisite: Communication 116 or 120 or permission of instructor.

Fall: M W 12:20, lab F 12:20-2:15.

P. Yarbrough; spring: M W 11:15, lab F 11:15-1:10. R. Ostman; M W 10:10, lab F 9:05-11. Z. Pan.

Analysis of the foundation for public opinion polls, market research, media audience ratings, readership surveys, and communication impact designs. Development of class research project from research question to final report. Instruction in computer use of Statistical Package for the Social Sciences (SPSS) to assist in data analysis. Familiarity with basic statistical concepts helpful.

COMM 410 Organizational Communication

Fall. 3 credits. Labs limited to 15 junior, senior, or graduate students. Prerequisite: Communication 116 or equivalent.

Lec, T R 12:20; lab 1, W 12:20-2:15; lab 2, W 2:30-4:20; lab 3, R 2:30-4:20. D. Schwartz.

Study of management in formal organizations with emphasis on communication between supervisor and employee; examination of the structure and function of planned and unplanned organizational communication networks. Case studies analyzed in lab.

COMM 416 Psychology of Communication

Fall. 3 credits. Prerequisite: Communication 116 or permission of instructor.

T R 10:10-11:30. N. E. Awa.

An advanced multidisciplinary study of communication theory. Topics include personal interaction, channels of communication, and effectiveness of messages. Study includes intensive analysis of major communication theorists.

COMM 418 Persuasion

Spring. 3 credits. Prerequisite: Communication 116 or permission of instructor.

Lecs, M W F 11:15. M. Shapiro.

The course explores the influence of communication in persuasion and attitude change. Topics may include persuasion as it applies to mass communication, advertising, public communication, or interpersonal communication.

COMM 420 Media Industries

Fall, even-numbered years. 3 credits. Limited to communication majors. Prerequisites: Communication 120 and 272.

T R 1:25-3:20. D. McDonald.

The workings and functions of mass media industries. Emphasis is placed on the structure of media industries, audience research, media economics programming, and the organization of content production. For several projects, students will use microcomputers and work with data supplied by an audience research firm.

COMM 428 Communication Law

Fall. 3 credits. Limited to junior, senior, and graduate students.

M W F 11:15. D. A. Grossman.

A practical survey of the law governing mass media, primarily for those working in the field. Coverage includes restraints on news gathering and publication, privacy, defamation, copyright, broadcast and cable regulation, access, and other issues of current interest.

COMM 439 Interactive Multimedia: Design and Research Issues

Fall. 3 credits. Prerequisite: permission of instructor.

Lec, T 1:25-4:25. Geri Gay.

An overview of interactive multimedia technologies (videodisc, DC-ROM, digital video interactive [DVI], computer graphics, and text). Course will focus on theories and research applicable to interactive multimedia such as visualization, learner control, mental models, knowledge representations, and information processing. Course will emphasize interactive multimedia design, application, and evaluation.

COMM 440 Advanced User-Interface Design

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional.

Lec, T 1:25-4:25. G. Gay.

Course will focus on the design of computer interfaces and software from the user's point of view. The goal is to teach user interface designs that "serve human needs" while building feelings of competence, confidence, and satisfaction. Topics include formal models of people and interactions, ergonomic concerns, psychological and philosophical design considerations, and cultural and social issues.

COMM 490 Special Topics in Communication

Fall, spring, or summer. 1-3 credits variable. S-U grades optional. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Study of topics in communication not otherwise provided by a department course and determined by the interest of the faculty and students.

COMM 490.01 Ethics in the Media

Fall. 3 credits.

Lecs, T R 9:05. E. Jane Earle.

Course will examine the moral questions of deception, trade-offs in public vs. private interests, and manipulation in the context of specific issues arising in the daily operation of the media. Students will read or view cases, usually in advance of class, in preparation for discussion. Participants from the media will be present in class as often as possible. In addition, there will be assigned readings in moral philosophy and ethics as background for case discussion. Requirements for the course are two examinations (mid-term and final) and one paper due at the three-quarter point in the semester. Students from disciplines outside communications are encouraged to enroll.

COMM 490.02 Information Access and Management

Fall, 1 credit; spring, 1 or 2 credits (second credit available in spring semester). Open to all level students; most appropriate for sophomores or juniors. S-U grades optional.

Fall: T R 12:20-2:15; first 5 weeks of the semester. Spring: hours to be arranged. M. Ochs.

In this class, students receive in-depth, hands-on instruction in methods and technologies for managing scholarly information. Topics include the structure of scholarly information; use of telecommunications software; retrieval of information from bibliographic, numeric, and full-text databases; use of database management and spreadsheet software to manage information; and use of national/international networks for scholarly communication.

COMM 490.03 Gender and Communication

Fall. 3 credits.

Lecs, M W 3-4:30. L. VanBuskirk.

Course will examine how gender influences and is influenced by our ways of communicating with one another. Topic areas will include gender roles, language and gender, nonverbal communication, and relationship communication. Students will be asked to read appropriate sources and engage in a variety of learning activities; group discussions, role plays, reaction papers, and journal assignments.

[COMM 492 Listening and Contemporary Management: Issues and Responsibilities]

Fall. 1-2 credits (final paper required for 2 credits). Limited to 24 juniors and seniors. Not offered 1991-92.

R 3:35-5. S. Warland.

This seminar examines the role of listening in organizational contexts from a managerial perspective, discussing listening as a vehicle through which managers define and establish goals, engage and motivate workers, and perform other traditional management functions. Application to the newer schools of thought—particularly the symbolic/culture and human resources perspectives—will be emphasized.]

COMM 496 Internship

Fall, spring, summer, and intersession. 1-3 credits. Students must apply to department internship coordinator no later than the spring pre-course enrollment period for a fall internship or the fall pre-course enrollment period for a spring or summer internship. Prerequisites: communication junior or senior, 3.0 average in communication courses, and approval of instructor. S-U grades only.

Arranged. C. Whittle.

Structured, on-the-job learning experience under supervision of communication professionals in a cooperating organization. Maximum of 6 credits total may be earned; no more than 3 per internship but flexibility allows 6 for 1 credit each, 3 for 2 credits each, or 2 for 3 credits each. Internships must be approved in advance by program coordinator and must be supervised by communication professional in fields of public relations, advertising, publishing, or broadcasting only. Limited to communication majors or other students who have taken core study in one of the fields above. Minimum of 60 on-the-job hours per credit required.

COMM 497 Independent Study

Fall or spring. 1-3 credits; may be repeated to 6 credits with a different supervising faculty member. Prerequisite: 3.0 cumulative average. Undergraduates must attach to their course enrollment material written permission from the faculty member who will supervise the work and assign the grade.

Staff.

Group or individual study under faculty supervision. Work should concentrate on locating, assimilating, synthesizing, and reporting existing knowledge on a selected topic. Attempts to implement this knowledge in a practical application are desirable.

COMM 498 Communication Teaching Experience

Fall or spring. 1-3 credits; may be repeated to 6 credits with different courses. Limited to juniors and seniors. Intended for undergraduates desiring classroom teaching experience. Prerequisite: 3.0 cumulative average (2.7 if teaching assistant for a skill development course) and permission of the faculty member who will supervise the work and assign the grade.

Hours to be arranged. Staff.

Periodic meetings with the instructor cover realization of course objectives, evaluation of teaching methods, and student feedback. In addition to aiding with the actual instruction, each student prepares a paper on some aspect of the course.

COMM 499 Independent Research

Fall or spring. 1-3 credits; may be repeated to 6 credits. Limited to seniors and graduate students. Prerequisite: 3.0 cumulative average. Seniors must attach to their course enrollment material written permission from the faculty member who will supervise the work and assign the grade. Students must use the faculty member's section number to register.

Staff.

Permits outstanding students to conduct laboratory or field research in communication under appropriate faculty supervision. The research should be scientific: systematic, controlled, empirical. Research goals should include description, prediction, explanation, or policy orientation and should generate new knowledge.

COMM 610 Seminar in Organizational Communication

Spring. 3 credits. Open to seniors with permission of instructor.

T R 12:20-2:15. D. Schwartz.

Study of interpersonal communication in organizations. Methods for analyzing communication structure and processes, including communication audits and network analysis.

COMM 611 Communication in Organizations

Fall. 3 credits. Prerequisite: Communication 610 or permission of instructor.

M 1:25-4:25. S. White.

Review of theories, research, and practical systems as they relate to human communication effectiveness in organizations. Includes components of interpersonal communication, intragroup and intergroup communication, communication processes involved in organizational operations, renewal, and change.

COMM 612 Intercultural and Development Communication

Fall. 3 credits.

T 1:25-4:30. N. E. Awa.

The course traces the imprint of culture in its effects on communication between people and groups from different backgrounds and assesses the role of communication in programs of social change and development. The first part of the course deals with perception, language, beliefs, attitudes, and world view (or what we bring to intercultural transactions) from a multidisciplinary interpersonal, mass and traditional social science perspective. The second part focuses on communication (interpersonal, and mass and traditional media) in technology transfer in agriculture, education, family planning, nutrition, and the like. The subtleties and complexities of nonverbal codes as well as barriers to listening in intercultural trade and business are also broached.

COMM 616 Interpersonal Communication

Spring. 3 credits. Limited to graduate students in communication; others by permission of instructor.

M W 10:10-12. N. E. Awa.

The seminar explores foundational theories and principles of interpersonal communication as well as theories and methods in the newly emerging area of social cognition. Together, these groups of theories seek to explain human communicative behavior in a variety of settings through understanding of the cognitive processes and mental activities that undergird such behavior. In addition to theory, students will engage in experiential learning activities

designed to provide balance between principles and practice. Topics covered include: the nature, structure, and functions of interpersonal communication; expectancy formation and relation development; stereotyping and attribution; perception, attention and memory; and the cognition-behavior relationship.

COMM 620 Public Opinion and Communication

Fall. 3 credits. Graduate students and advanced undergraduates.

T 1:25-4:25. C. Glynn.

The impact of public opinion on society and the individual. Public opinion is examined from both theoretical and applied perspectives incorporating readings from political science, sociology, marketing, social psychology, and communication. Analysis and interpretation of public opinion polls. Investigation of trends in public opinion on specific issues.

[COMM 624 Communication in the Developing Nations

Spring. 3 credits. Open to seniors. Not offered 1991-92.

Lec, M 1:25-4:25. R. D. Colle.

An examination of existing communication patterns and systems and their contributions to the development process. Attention is given to the interaction between communication systems and national development in primarily agrarian societies.]

COMM 626 Impact of Communication Technologies

Spring. 3 credits. Open to seniors. Offered alternate years.

W F 12:20-2:15. P. Yarbrough.

A study of emerging technologies of communication, such as computer-based information systems and satellites and their potentials for influencing communication processes and social systems. Also examines the impacts of previous communication innovations from cave painting to television.

COMM 640 Social Design of Communication Systems

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional.

T 1:25-4:25. G. Gay.

Course will focus on the design of computer interfaces and software from the user's point of view. The goal is to teach user interface designs that "serve human needs" while building feelings of competence, confidence, and satisfaction. Topics include formal models of people and interactions, ergonomic concerns, psychological and philosophical design considerations, and cultural and social issues.

[COMM 665 Scientific Writing for Scientists

Fall. 3 credits. Prerequisites: research in progress and permission of instructor. Not offered 1991-92.

T R 8:30-9:55. Staff.

Workshop for students with research in progress. Discussion and lectures on writing a journal article, thesis, report, and proposal; on objectives in scientific writing, relation of rhetoric and linguistics to scientific writing, process of publication and reviewing, and preparation of tables and illustrations; and on advanced and special problems in organization, paragraph development, sentence structure, and usage.]

[COMM 666 Perspectives on Science Writing

Spring. 3 credits. Open to graduate students and advanced undergraduates (with permission) from all departments. Not offered 1991-92.

M W F 10:10-12:05. B. Lewenstein.

A graduate reading course that surveys the approaches that scholars have used to understand science communication, with special emphasis on scientific information intended for nonscientists. Among the perspectives are history, sociology, journalism, risk communication, agricultural communication, literature, and philosophy.]

COMM 676 Communication Planning and Strategy

Spring. 3 credits. Primarily for graduate students but open to seniors.

T R 10:10-12. C. Scherer.

Seminar in the planning of communication activities for the support of directed social-change programs. Examines communication and social theories, case studies, and planning models. Participants produce a comprehensive communication plan designed to solve a significant (real) communication problem. Case studies and discussion focus on communication problems from nutrition and health, rural development programs, marketing, nonformal education programs, and corporate and government public information campaigns.

COMM 680 Studies in Communication

Fall. 3 credits. Limited to graduate students in communication; others by permission of instructor.

T R 10:10-12. P. Yarbrough.

A review of classical and contemporary research in communication, including key concepts and areas of investigation. An exploration of the scope of the field and the interrelationships of its various branches.

COMM 681 Seminar in Psychology of Communication

Spring. 3 credits. Prerequisite: graduate students in communication; others by permission of instructor.

Lecs, T 2:30-3:20 and R 2:30-4:25.

M. Shapiro.

An introduction to theory and research in the mental processes of the communicating individual. Discussions and readings will include how individuals process and remember communication information, how communication information is used in decision processes, how motivation influences processing of mass communication information, and how attitudes form and change.

COMM 682 Methods of Communication Research

Fall. 3 credits. Limited to graduate students.

M W 10:10-12. R. E. Ostman.

An analysis of the methods used in communication research. Emphasis is on understanding the rationale for survey, textual, experimental and historical-critical research methods.

COMM 683 Quantitative Research Methods in Communication

Spring. 3 credits. Prerequisite: Communication 682 or equivalent.

Lec, M W 1:25-3:20. D. McDonald. Practical experience in quantitative social science research techniques. Course topics include design and measurement, data collection, data preparation, data analysis and hypothesis testing, and interpretation of results. Secondary analyses of available data sets are conducted within each topic area. The course provides an introduction to the use of several common statistical software packages.

COMM 685 Training and Development: Theory and Practice (also Education 685, International Agriculture 685 and Industrial and Labor Relations 658)

Spring and summer. 4 credits. S-U grades optional. Charge for materials, \$45.

Lec, F 9:05-12:05; lab, 1 hour per week, to be arranged. R. Colle, M. Ewert, W. Frank.

Analysis, design, conduct, administration, and evaluation of training programs for the development of human resources in small-farm agriculture, rural health and nutrition, literacy and nonformal education, and general community development. Designed for scientists, administrators, educator-trainers, and social organizers in rural and agricultural development programs in the U.S. and abroad.

COMM 693 Topics in Communication

Fall. No credit. S-U grades only.

Lec, hours to be arranged. Staff. Scholars from a wide variety of fields will present theory or research as it relates to communication.

COMM 694 Seminar in Research Planning

Spring. No credit. S-U grades only.

Lec, hours to be arranged. Staff. Graduate students will present thesis (project) proposals to faculty and peers.

COMM 792 Advanced Communication Studies

Fall or spring. 3 credits. Limited to communication graduate students. May not be repeated. Students must use the faculty member's section number to register.

Graduate faculty. Independent studies and projects are carried out in conjunction with selected undergraduate courses.

COMM 794 Seminar in Communication Issues

Fall, spring, or summer. 1-3 credits. Prerequisite: permission of instructor.

Hours to be arranged. Small group study of topical issue(s) in communication not otherwise examined in a graduate field course.

COMM 797 Graduate Independent Study

Fall, spring, or summer. 1-3 credits. Prerequisite: permission of instructor.

Hours to be arranged. Individual study concentrating on locating, assimilating, synthesizing, and reporting existing knowledge on a selected topic.

COMM 798 Communication Teaching Laboratory

Fall and spring. 1-3 credits each semester. May be repeated once. Limited to graduate students. Prerequisite: permission of the faculty member who will supervise the work and assign the grade. Students must use the faculty member's section number to register.

Graduate faculty. Designed primarily for graduate students who want experience in teaching communication courses. Students work with an instructor in developing course objectives and philosophy, planning, and teaching.

COMM 799 Graduate Research

Fall, spring, or summer. 1-3 credits. Prerequisite: appropriate communication graduate course work or permission of instructor.

Hours to be arranged. Small-group or individual research based on original, empirical, data-based designs regarding topical issues in communication not otherwise examined in a graduate field course.

COMM 899 Directed Graduate Study

Fall or spring. 3-6 credits. S-U grades only. Students must use the faculty member's section number to register.

Graduate faculty.

EDUCATION

R. E. Ripple, chair; A. L. Berkey, W. S. Carlsen, J. Confrey, D. Deshler, W. E. Drake, J. A. Dunn, J. R. Egner, D. M. Ewert, G. Gay, J. H. Gould, E. J. Haller, D. E. Hedlund, J. McGonigal, J. Millman, D. H. Monk, J. D. Novak, S. Piliero, G. J. Posner, D. E. Schrader, K. A. Strike, H. D. Sutphin, D. J. Trumbull, J. D. Volmink

EDUC 005 Basic Review Mathematics

Fall. 3 credits (this credit is not counted toward the 120 credits required for the degree). Primarily for entering students.

Fall: M W F 9:05. S. Piliero. Introduction to concepts necessary for success in Education 115 and basic statistics courses. Topics include problem solving, ratios and proportions, factoring and solving algebraic equations, graphing linear and quadratic equations, and trigonometry. Considerable emphasis is placed on learning to learn mathematics for understanding and on comprehending word problems.

EDUC 115 Introductory College Mathematics

Fall or spring. 4 credits.

Lecs, M W 11:15 or 12:20; labs, R 8-9:55, 10:10-12:05, 12:20-2:15, or F 8-9:55, 10:10-12:05, 12:20-2:15. S. Piliero.

Designed to give students with sound high school mathematics backgrounds a unified treatment of the basic concepts of college algebra, trigonometry, and geometry. Considerable emphasis is placed on the concept of function, graphing, problem solving, and applications. Selected software is used to strengthen and integrate the mathematical topics covered.

EDUC 120 Education for Empowerment

Spring. 1-3 credits. T R 2:30-4. J. Novak, M. Ewert, J. Egner. A modular course, with each module spanning 5 weeks for 1 credit. Common themes running through the modules include human learning, teaching strategies, political/social/economic factors affecting education. The course provides an opportunity to sample different areas of study and to gain knowledge and awareness of one's own educational processes.

EDUC 210 Psychology of Learning and Memory

Fall. 3 credits. Prerequisite: introductory psychology.

M W F 10:10. J. A. Dunn. This course deals with contemporary theories of learning, issues in the study of learning, and application of the principles of learning to the management of teaching and learning. Practical applications of research findings will be emphasized. One or more experimental projects and the use of microcomputers will be required. Not acceptable as a substitute for Education 311.

EDUC 211 Psychology of Individual Differences

Fall. 2-3 credits. S-U option available. Offered alternate years.

M W F 12:20. J. A. Dunn. An introductory course focused on basic concepts in the psychology of individual differences applicable to the teaching/learning process. Topics include: intelligence, personality, motivation, cognition, memory, psychological testing, and measurement.

[EDUC 212 Psychological Foundations of Education

Fall. 2-3 credits. S-U option available. Offered alternate years. Not offered 1991-92. M W F 12:20. J. A. Dunn.

A lecture/discussion survey of the psychological foundations of educational practice. Topics include the selective contributions of developmental, social, and experimental psychology, including instructional technology, to American education.]

EDUC 240 The Art of Teaching

Fall and spring. 3 credits. Lec. Fall: T 2:30-4:25; spring: T 2:30-4:25 or W 2:30-4:25. 2-hour fieldwork to be arranged. Enrollment limited. Not open to freshmen. J. R. Egner, G. J. Posner, D. J. Trumbull, and staff. This course is designed for all students interested in finding out more about teaching. Students engage in field experiences to find out what teaching involves. Possible field experiences range from large group to tutorial situations, from preschool to adult education, from traditional school subject matters to recreational and vocational areas, and from school-based to nonformal situations. Class work builds on those experiences and provides skills and concepts to make the field experiences more profitable.

EDUC 247 Instructional/Informational Application of Microcomputers and Related Technologies

Spring. 2-3 credits. Not available to students who have completed ABEN 102 or NR 107.

R 2:30-3:45; lab to be arranged.

H. D. Sutphin.

This course provides an introduction to instructional applications and strategies for using microcomputers and related technologies in public and private education in the private sector. The course also helps students learn to use technologies to enhance their college studies. Wordprocessing, spreadsheets, databases, hypertext, electronic bibliographical searching, networking, and desktop publishing are covered. Module A (1 credit) is the first seven weeks of the semester, focused on Macintosh technology. Module B (1 credit) is the second seven weeks, focused on IBM-compatible and related technologies. For Module C (1 credit) students propose and complete an approved special project related to the class.

EDUC 271 Sociology of Education

Fall. 3 credits. Limited enrollment. S-U grades optional.

T R 10:10-11:30. E. J. Haller

An introduction to the sociological study of schooling and education. Topics include the effects of social factors on educational achievement, the norms and values learned as part of the process of schooling, the relations between students and teachers, and the school's relations to the economic and political systems. All levels of education, from elementary school to the university, are considered.

EDUC 284 Introduction to U.S. Cooperative Extension

Fall. 3 credits.

T 3:35-4:25, R 2:30-4:25. J. H. Gould.

History, programs, policy analysis, organization, and future role of cooperative extension in the United States. The role of the change agent, extension program development process, education techniques, communication skills, and volunteer involvement will be stressed. For students interested in a field of practice that makes use of undergraduate majors in ALS or the College of Human Ecology and for international students interested in an introduction to the U.S. extension experience.

EDUC 301 Knowing and Learning in Science and Mathematics

Fall. 3 credits. Prerequisite: enrollment in science/mathematics certification program or permission of instructor.

M W 2:30-4:25. D. J. Trumbull.

Students examine both current notions in the history and philosophy of science that explain how knowledge within a discipline develops and current theory and research that examines the individual's acquisition of knowledge. This material serves as a basis for students to conduct clinical interviews under the direct supervision of program staff. During the course students examine their own understanding of their major as the first step in their preparation as teachers.

EDUC 302 Observing Science and Math Instruction

Spring. 3 credits. Prerequisite: Education 301 or permission of instructor.

Lec, W 2-4:25. W. S. Carlsen and

J. Confrey.

The study of a variety of methods for recording and understanding science and mathematics teaching and learning. By reading and conducting research from a variety of analytic/interpretive paradigms, students will approach the familiar world of the secondary classroom with fresh perspectives. The course will include a final project that involves observing and evaluating a case of teaching. Students enrolled in teacher education programs will be expected to focus on their own teaching for the final project.

EDUC 310 Psychology of Instructional System Design

Fall. 2-3 credits. Prerequisite: Education 210 or permission of instructor.

M W 11:15, hour to be arranged.

J. A. Dunn.

The course reviews the relevance of theories of learning and issues in the study of learning to the technology of instruction. Various examples of instructional systems will be considered. Student projects and laboratory exercises will be required.

EDUC 311 Educational Psychology

Fall or spring. 3 credits. Prerequisite: introductory psychology. S-U grades optional in fall; letter grade only in spring.

Fall: M W 11:15, F to be arranged;

D. E. Schrader. Spring: M W F 10:10.

J. A. Dunn.

An introductory survey course. Emphasis is on human learning and the educational process from a psychological point of view. The course is set in a broadly based teaching-learning context appropriate for prospective teachers, youth group leaders, community leaders, and those in the service-helping professions.

EDUC 312 Learning to Learn

Spring. 3 credits. Prerequisite: one or more courses in psychology or educational psychology

T R 9:05. J. D. Novak.

This course is intended for persons interested in the improvement of their learning strategies and the application of new ideas and methods to improve educational programs. Lectures and discussions are based on assigned readings and the contributions of class members. The major focus of the course is how and why concepts play a central role in human learning. Concept mapping and other strategies for educating will be used. Students will apply principles and methodologies in a project related to their interests.

EDUC 317 Psychology of Adolescence

Spring. 3 credits. Prerequisite: introductory psychology. S-U grades optional.

M W 11:15. F to be arranged.

D. E. Schrader.

This course surveys the nature of adolescent cognitive, social, moral, and self-development. Theories of adolescence are examined in the context of real-life experiences of adolescents using case analysis as a methodological tool. Educational implications will be discussed for both formal and informal settings.

EDUC 331 Introduction to Agricultural and Extension Education

Fall. 2 credits.

Lec, M 1:25-3:25; lab to be arranged.

W. E. Drake and staff.

The course is intended for persons interested in careers as professional educators in agriculture. Investigates careers as a secondary school or two-year college teacher, cooperative extension agent, or educator in agriculture business and industry. The course emphasizes career information, methodology, and introductory teaching experiences. Class activities include presentations by resource persons currently in teaching and extension careers, field trips, and microteaching experiences.

EDUC 332 Instructional Methods in Formal and Non-formal Education

Spring. 3 credits.

M 2-4:25 and F 12:20-1:10. A. Berkey,

W. Drake, J. Gould.

Selection, practice, and evaluation of methods in formal and non-formal education will be stressed. The course will focus on both general teaching strategies and methodology unique to teaching in schools and non-formal settings. Course activities include micro-teaching and field experience during arranged times.

EDUC 335 Youth Organizations

Spring. 3 credits. Prerequisite: introductory psychology or permission of instructor.

Lecs, T R 10:10; lab to be arranged

J. H. Gould.

The role of selected youth organizations in providing educational experiences for youth. Factors affecting membership, purposes, design, operation, and administration are surveyed, emphasizing the roles an adult volunteer leader may play. The course is designed to give students an in-depth, learning-by-doing experience of how youth organizations function. Field experience with a recognized youth organization is required.

EDUC 352 Reading Statistics

Fall or spring. 1 credit. Prerequisite for spring: concurrent registration in Education 353.

Fall: T 12:20; spring: T R 8:30-9. Staff.

An introduction to statistical vocabulary and symbolism frequently used in reporting empirical research in education and other social sciences. Students are taught how to comprehend statistical terminology and results.

EDUC 353 Introduction to Educational Statistics

Spring. 3 credits. Enrollment limited to 40 students. Prerequisite: Education 352 or concurrent registration, or permission of instructor.

T R 9:05-11. J. Millman.

A study of common univariate and multivariate statistical procedures encountered in educational and psychological inquiry. Meaning of concepts and mastery of course content is emphasized; computational details are not. Microcomputers are used extensively in class to develop understanding of the properties of statistical indices.

EDUC 370 Issues in Educational Policy

Spring. 3 credits.

T R 10:10-11:30. K. A. Strike.

An examination of selected policy issues in current education. Included are such topics as equality of educational opportunity; student, parent, and teacher rights; and educational politics. Issues are treated from legal, sociological, and economic perspectives.

EDUC 378 Political Economy of Education

Fall. 3 credits. S-U grades optional.

T R 12:20-1:40. D. H. Monk.

A policy oriented examination of educational systems with an emphasis on political and economic perspectives. Attention will be paid to both external and internal aspects of educational activities. Specific topics will include the changing contributions of education to earnings, school-community relations, power within educational organizations, the impact of technology in the workplace and in classrooms, and the sources and impact of educational costs. A variety of education settings will be examined including higher education and non-formal education.

EDUC 380 Independent Honors Research in Social Science

Fall or spring. 1-6 credits. Limited to students who have met requirements for the honors program. S-U grades optional. A maximum of 6 credits may be earned in the honors program. Staff.

EDUC 401 Our Physical Environment

Fall. 3 credits. Prerequisite: permission of instructor. Charge for photo supplies, approximately \$7.

T 1:25-4:25. V. N. Rockcastle.

A practical, relatively nonmathematical study of some basic relationships and physical interactions in the environment, with emphasis on physics and earth science. Attention is paid to analysis for understanding and techniques for teaching. An individual research project is included. Useful for teachers and environmental educators.

EDUC 411 Introduction to Educational Measurement

Fall. 3 credits.

T 9:05-11, R 9:05-9:55. J. Millman.

Presents practices and theories of the measurement of human knowledge and performance. Students will be expected to acquire the practical skills of planning and constructing tests for a variety of purposes, interpreting and using test results, evaluating commercially available instruments, and the like. Students will also be expected to discuss intelligently a myriad of social, ethical, legal, and technical issues associated with educational testing. One course in statistics or concurrent registration in Education 352 is recommended but is not required.

EDUC 413 Psychology of Human Interaction

Fall. 3 credits. Enrollment limited. Prerequisite: permission of instructor. Fee, \$5.

T R 10:10-12:05. D. E. Hedlund.

Designed to develop skills for, and understanding of, effective interpersonal communication and interaction. Appropriate for students in the helping professions, education, and areas involving management of human resources.

EDUC 414 Counseling Psychology

Spring. 4 credits. Limited to 30 students.

Prerequisites: introductory psychology, social or personality psychology, and Education 413.

T R 10:10-12:05. D. E. Hedlund.

The processes of counseling are examined from various theoretical perspectives. Typical adult counseling issues are examined, and implications are drawn for counseling strategies with an adult population, including psychological assessment, establishing therapeutic goals, intervention strategies, and evaluation of outcomes. Alternative models of service delivery, such as outreach, consultation, and psychoeducation, are emphasized.

EDUC 420 Field Experience

Fall or spring. 1-4 credits. S-U grades optional. Undergraduates must attach to their course enrollment material written permission from the faculty member who will supervise the work and assign the grade.

Staff.

Students may engage in planned, semiprofessional, or professional practice in an educational enterprise. Each student prepares a plan of action including rationale, purposes, and procedures and arranges with a faculty member to supervise and evaluate the field experience.

EDUC 430 Special Problems in Agricultural Education

Fall, spring, or summer. 1-3 credits. S-U grades optional.

Fall and summer: hours to be arranged; spring: T 8. W. E. Drake.

An opportunity to study individually selected problems in agricultural education.

EDUC 432 Teaching Agriculture: Methods, Materials, Practice

Fall. 9 credits. Prerequisites: Education 332 and concurrent registration in Education 430 and 499.

M T W R F 8-3. A. L. Berkey and staff.

Directed participation in teaching agriculture at the secondary school level. Program includes a four-day intensive on-campus period and periodic seminars addressing selected methods and materials in teaching agriculture, combined with a 14-week period in a student teaching center. Includes evaluation of area resources, instructional materials and facilities, planning and executing instruction, directing work experience, and advising youth organizations.

[EDUC 445 Curriculum Design Workshop

Fall. 3 credits. Education 644 may be taken concurrently. Not offered 1991-92.

T R 10:10-11:30. G. J. Posner.

A general practical approach to course planning. Readings, group discussions, workshops, and individual conferences centering on each student's project. This project consists of designing a course in a subject area for an age level and an institutional setting of the student's choosing.]

[EDUC 457 Discourse Analysis

Fall. 2 credits. Offered alternate years. Not offered 1991-92.

Lec, T R 2:30. W. S. Carlsen.

An introduction to the sociolinguistics of education. In the context of classrooms and schools, we will consider among other issues the relationship between social status and talk, questioning, the negotiation of meanings in lessons, and the theoretical and empirical challenges of recording, transcribing, and analyzing conversations and interviews.]

[EDUC 472 Philosophy of Education

Fall. 3 credits. Not offered 1991-92.

T 2:30-4:25. K. A. Strike.

A study of central issues in the philosophy of education. Questions of ethics, political philosophy, and the theory of knowledge are examined and linked to current educational issues.]

[EDUC 473 Contemporary Philosophy of Education

Spring. 3 credits. Not offered 1991-92.

M W 11:15, plus additional work to be arranged. Staff.

The emphasis in this course is the architectonics of meaning as a guide to philosophizing about education, our topic. We begin with the fact that philosophers disagree, as do experts in all fields. Every discipline exhibits competing philosophical principles. The appeal to facts to settle disagreements fails because some philosophical principle is necessary to give meaning to facts. Philosophy concerns itself with problems we can neither solve nor abandon. Each year the readings in the course will change as we seek to use texts that are the most up-to-date and also the most fundamental in philosophy. Thus, the course may be taken more than once. The curriculum is emergent.]

[EDUC 477 Law and Educational Policy

Fall. 3 credits. Not offered 1991-92.

M 2:30-4:25. K. A. Strike.

A study of recent federal court decisions concerning education. Emphasis on examining legal issues against a background of related educational issues and in terms of the consequences of legal decisions for the development and operation of educational institutions.]

EDUC 481 Educating for Community Action

Spring. 3 credits.

M 1:25-4. M. Ewert.

The design and execution of educational aspects of community-action and nonformal education programs. Deals with the identification and statement of educational goals, selection of teaching strategies, and evaluation of outcomes.

[EDUC 483 Comparative Studies in Adult Education

Spring. 3 credits. S-U grades optional. Not offered 1991-92.

W 7:30-10:30 p.m. D. Deshler.

Focuses on the variety of adult-education programs in countries around the world. Literature on comparative adult education, international conferences on adult education, UNESCO adult-education publications, and international community development are analyzed in relationship to each student's exploration of adult education in two countries. Description of adult education in other countries is shared by international students.]

EDUC 492 Contemporary Issues in Psychology of Environmental Education

Spring. 2 credits. S-U grades optional. Offered even-numbered years.

M W F 12:20. J. A. Dunn.

A survey of theory and research in environmental psychology. Issues arising from environmental education and production efforts will be considered. Topics include: energy conservation, pollution control, recreational use of national parks and wilderness areas, habitat destruction, the psychology of environmental activism, etc. Student projects, reports, and oral presentations will be emphasized.

EDUC 497 Independent Study

Fall or spring. 1-3 credits. S-U grades optional. Undergraduates must attach to their course enrollment material written permission from the faculty member who will supervise the work and assign the grade.

Staff.

A student may, with approval of a faculty adviser, study a problem or topic not covered in a regular course or may undertake tutorial study of an independent nature in an area of educational interest.

EDUC 498 Undergraduate Teaching

Fall or spring. 1 or 2 credits; 4 credits maximum during undergraduate career. Limited to students with grade-point averages of at least 2.7. S-U grades optional.

Staff.

Participating students assist in teaching a course allied with their education and experience. Students are expected to meet regularly with a discussion or laboratory section, to gain teaching experience, and regularly to discuss teaching objectives, techniques, and subject matter with the professor in charge.

EDUC 499 Undergraduate Research

Fall or spring. 6 credits maximum during undergraduate career. Not open to students who have earned 6 or more undergraduate research credits elsewhere in the college. Limited to juniors and seniors with grade-point averages of at least 2.7.

Staff.

Affords opportunities for students to carry out independent research under appropriate supervision. Each student is expected to review pertinent literature, prepare a project outline, conduct the research, and prepare a report.

EDUC 501 Communication for Educators

Summer and intersession. 2 credits. S-U grades optional.

Lecs, M-F 9-12 and 1-4. Class meets six hours a day for five days. M. D. Glock.

The course focuses on skills enabling individuals to cope with such concerns as motivation, dealing with difficult persons, criticizing productively, improving comprehension, adjusting to different learning styles, and communicating with the public. Practice is coordinated with theory and research findings. The ongoing dynamics of the course necessitate intense participation over a period of time, not provided by regularly scheduled fifty-minute class periods. Additional auto-tutorial lab time is scheduled. Appropriate for anyone who works with people.

EDUC 547 Improvement of College Teaching

Summer. 2 credits.

1-week course, hours to be arranged.

J. D. Novak.

Concepts of teaching, learning, curriculum, and governance are used to guide practical activities that enhance faculty competence. Recent studies of concept mapping and learning, structure of knowledge, science teaching, adult learning, and evaluation provide a conceptual basis for improving teaching.

EDUC 590 Special Topics in Education

Fall, spring, or summer. 1-3 credits. Prerequisite: permission of instructor. S-U grades optional. Hours to be arranged.

Staff.

Topics to be announced.

EDUC 601 Secondary Science and Mathematics Teaching Practicum

Fall or spring. 3 credits. Prerequisite: permission of instructor. Letter grades only. For graduate students enrolled in the Teacher Education in Science and Mathematics Program.

M T W R F 8-3. W. S. Carlsen and staff.

Supervised student teaching in science or mathematics at the secondary level. Program includes teaching at a local school for ten weeks.

EDUC 602 Teaching Science/Mathematics: Methods, Materials, Practice

Fall. 9 credits. Prerequisite: concurrent enrollment in Education 601 or permission of instructor.

Lec, M F 9-12 and 1-3, first 5 weeks; last 10 weeks to be arranged. W. S. Carlsen and staff.

The course begins with five weeks of intensive consideration of theoretical frameworks relevant to all aspects of student teaching. Assignments and a weekly seminar during the next ten weeks require students to use those theories to develop and evaluate teaching materials and practices. Students will complete an extensive portfolio documenting their work.

EDUC 603 Teaching Mathematics

Spring. 3 credits.

M 2-4:25. J. Confrey.

Current research in mathematics education will be examined in order to develop a picture of the mathematics classroom that integrates subject matter, student conceptions, affective variables, and issues in the social context of learning mathematics. Special topics will include research on problem solving, women and mathematics, misconceptions, and research on teaching.

EDUC 606 Seminar in Science and Mathematics Education

Fall. 1 credit. S-U grades only.

R 4:30. W. S. Carlsen and staff.

Explores topics in science and mathematics education. The focus of the seminar changes each year.

EDUC 609 Educational Ethnography

Spring. 3 credits. Prerequisite: course in research methods or measurement or permission of instructor.

M W 2:30-4. D. J. Trumbull.

The course will study educational ethnography as a form of interpretive research, a perspective that attends to the complex interactions between researcher, researched, and context and accepts the centrality of meaning-making

in the conduct of human affairs. Students will examine some of the philosophical debates about research approaches and will discuss research methods as they relate to the aims and assumptions of interpretive research. Students will conduct a joint research project during the course of the semester.

EDUC 611 Educational Psychology

Fall. 3 credits. Prerequisite: introductory psychology. S-U grades optional.

M W 11:15; F to be arranged.

D. E. Schrader.

This course is a survey of the nature of adolescent development. Theories of adolescence are examined in the context of real-life experiences of adolescents using case analysis as a methodological tool. Educational implications will be discussed for both formal and informal settings. Graduate students will complete a final research paper.

EDUC 613 Theory and Methods for Education

Fall. 3 credits. Prerequisite: Education 311 or 611 or permission of instructor.

T R 9:05. J. D. Novak.

Presents a coherent theory of education combining concepts from philosophy, psychology of learning, curriculum, and instruction. New educational methods, including concept mapping and clinical interviews, will be presented. Students will gain competence by applying concepts and methods in a project related to their interests. Classes include discussion of student-initiated questions and use of videotape to analyze educational techniques.

EDUC 614 Epistemological Development and Reflective Thought

Fall. 3 credits. Prerequisite: Education 611. S-U grades optional.

Lec, M 12:20-2:15; 1 hour to be arranged. D. E. Shrader.

Insight into how individuals make sense of knowledge is essential to teaching and learning. This course examines theories of intellectual development and their implications for educating students of various age groups, particularly college students. The role of reflection on thinking (metacognition) and its impact on development of thought is explored. Small groups on special topics will be formed and will meet informally throughout the semester.

EDUC 615 Self and Interpersonal Development and Education

Spring. 3 credits. Prerequisite: Education 611. S-U grades optional.

Lec, M 12:20-2:15; 1 hour to be arranged. D. E. Schrader.

Interpersonal interactions affect teaching and learning. This course takes a life-span perspective as it explores constructive-developmental theories of self and others, and how such theories explain students' understanding of their own and others' actions in educational contexts. Small groups on special topics will be formed and will meet informally throughout the semester.

EDUC 620 Internship In Education

Fall or spring. 2-6 credits. S-U grades optional. Each student, before course enrollment, must obtain the approval of a faculty member who will assume responsibility for supervising the work.

Staff.

An opportunity for practical experience in educational professions development.

EDUC 630 Special Problems in Agricultural and Occupational Education

Fall or spring; may also be offered in summer. 1-3 credits. S-U grades optional.

Hours to be arranged. A. L. Berkey and staff.

The course provides an opportunity for graduate-level study of individually selected problems and issues in agricultural and occupational education. Designed for experienced teachers.

EDUC 632 Teaching Agricultural, Extension, and Adult Education

Spring. 3 credits. Prerequisite: an introductory course in teaching methods or permission of instructor.

M 8-10. A. L. Berkey.

The focus of the course is on the selection, use, and evaluation of methods and materials for teaching. Methods for group and informal instruction are covered. Opportunity is provided for students to develop teaching competence based on their individual needs and interests. Development of self-evaluation skills is included. A class project on the development of instructional materials is required.

EDUC 633 Program Planning in Agriculture, Extension, and Adult Education

Fall. 3 credits. Field trip.

Lec. T 2-4:30; lab to be arranged.

W. E. Drake.

Current social and economic conditions affecting agriculture, extension, and adult education are examined. Principles, objectives, strategies, and sources of information are applied to program planning. Participants have an opportunity to observe ongoing programs in agriculture, extension, and adult education, and to pursue individual interests in program development and improvement.

[EDUC 643 Structure of Knowledge and Curriculum]

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1991-92.

M W 12:20-2:15. Staff.

Curriculum studies are the opening door to the four commonplaces of educating: curriculum, teaching, learning, and governance. A theory of educating explains the relations among these educational variables. Practice in concept mapping and Vee diagramming is required to achieve proficiency in curriculum analysis and curriculum construction. A theory and method for the analysis of the structure of knowledge is presented.]

EDUC 644 Curriculum Theory and Analysis

Fall. 3 credits.

T R 2:30-4. G. J. Posner.

An examination of the basic elements involved in making curriculum decisions and an analysis of current approaches to curriculum. The course focuses on the assumptions underlying any curriculum. The major task of each student is to choose and conduct an in-depth analysis of a curriculum. This course is the basic graduate course in curriculum.

EDUC 647 Instructional Technologies: Analysis and Practices

Spring. 2-4 credits. Prerequisite: skills in statistics and research design. Letter grade only.

R 2:30-3:45; lab and seminars to be arranged. H. D. Sutphin.

Current research and literature on instructional computing and related technologies in the public and private sectors will be examined. Students complete a group research project on educational technologies and meet for five seminar sessions to earn 2 credits. The research experience includes design, data collection, input, analysis, and synthesis. Concurrent attendance in ED 247 Modules A and B is required (2 credits); or the modules may be taken as a prerequisite.

EDUC 650 Methods of Educational Inquiry

Fall. 1 credit.

T 2:30-3:20. D. J. Trumbull.

A survey of approaches to inquiry in the social sciences, including experimental and comparative designs, survey research, case study, simulation, philosophical and historical inquiry, content analysis, and secondary data analysis. The course is intended to broaden the student's views of appropriate methods of disciplined inquiry.

EDUC 651 Writing a Thesis Proposal

Fall. 1 credit. S-U grades only.

T 3:35. J. Millman.

Procedures for developing and writing a master's or doctoral thesis proposal. Emphasis will be given to identifying a significant topic, conducting and describing a group miniresearch study, recognizing weaknesses in illustrative proposals, and clear and concise writing. Students will be provided ample assistance in constructing a brief thesis proposal of their own.

EDUC 659 Special Topics in Research Methods

Spring. 2-3 credits. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged. J. Millman.

Consideration of new techniques and current topics in educational research design, measurement, or evaluation of programs, products, and personnel.

EDUC 661 Administration of Educational Organizations

Fall. 3 credits.

W 3:35-6. E. Haller.

Perspectives on the administration of educational organizations. Consideration of social science, legal and ethical theories, and their application to both public schools and higher education. Intended for students who are considering careers as educational administrators, as well as for those who want to further their understanding of schools as organizations.

EDUC 664 Educational Finance

Fall. 3 credits. S-U grades optional.

R 3:35-6. D. H. Monk.

An analysis of the distribution and utilization of public and private resources for educational purposes. The discussion will revolve around the issues of equity, efficiency, and freedom of choice. Alternative methods of financing schools will be evaluated, and the perplexing legal and moral issues raised by such questions as "Who pays?" and "Who benefits?" will be discussed. Specific attention will be given to budgeting, accountability, and productivity. An opportunity for individuals to focus on their own areas of interest, such as occupational education, the two-year college, or secondary or higher education.

EDUC 665 Administrative Decision Making

Spring. 3 credits. S-U grades optional.

W 3:35-6. D. H. Monk.

An introduction to decision making theory and its relevance to the field of educational administration. Specific applications will be made to the study and improvement of productivity within educational systems. A wide variety of educational settings will be considered, including higher education and non-formal education.

[EDUC 673 Seminar in Dewey's Philosophy of Education]

Fall. 3 credits. S-U grades optional. Not offered 1991-92.

R 3-5. Staff.

Dewey's corpus of philosophical works has been given new life by contemporary philosophers (Richard Rorty, Richard Bernstein, James Gouinlock, and Walter Watson). After fifty years or so of inattention, Dewey is now acknowledged as a "philosophic genius" of the twentieth century (along with Wittgenstein and Heidegger). Education and democracy are central to Dewey's thought; this seminar is an exploration of theory, method, and practical educative consequences of Dewey's views. The Dewey Center edition of original works is now available in Cornell libraries.]

EDUC 678 Planning Educational Systems

Spring. 3 credits. S-U grades optional.

T 2:30-4:25. D. H. Monk.

A seminar focused on a comparative analysis of educational planning as it is practiced in developing nations. Topics will include manpower planning, the social demand approach to educational planning, benefit-cost analysis, and incentive models of planning. The political and economic implications of attempts to plan education will be emphasized.

EDUC 679 Policy Issues in Higher Education

Spring. 3 credits. S-U grades optional.

T 11:15-1:15. J. R. Egner.

Deals with administration of higher educational organizations. Current approaches to planning and analysis of special problems.

EDUC 680 Foundations of Extension Adult Education

Fall. 3 credits. Limited to 20 students. S-U grades optional.

F 9:05-12:10. D. Deshler.

An analysis of alternative purposes, nature, and scope of extension, adult, and continuing education programs in the United States and abroad, with emphasis on the relationship of programs to historical, cultural, political, and social settings. Definitions, conceptual controversies, philosophical issues, and current research directions will be examined through a seminar approach.

[EDUC 681 Designing Extension and Continuing Education Programs]

Fall. 3 credits. Prerequisite: permission of instructor. Not offered 1991-92.

T 1:25-4. Staff.

Designed to help students understand the concepts, principles, and procedures relevant to developing programs and curricula for the continuing education of adults. Emphasis is on such key areas as the nature and role of programming, situation analysis and needs identification, choosing among alternative courses of action, stating program objectives, and program organization.]

EDUC 682 Community Education and Development

Fall. 3 credits. For students who have interest or experience in education or development programs in which community is an important concern.

Lec, M 1:25-4. M. Ewert.

An examination of the concept of community; changes in community life; the analysis of community; alternative strategies for community development; patterns of response to community by universities, colleges, schools, cooperative extension, and government service agencies; and such functional dimensions of community education programming as participatory decision making, volunteers, leadership development, council formation and function, interagency coordination, and change-agents roles.

EDUC 683 Administration of Nonformal Education

Spring. 3 credits.

W 1:25-4. J. R. Egner.

An overview of selected theories, principles, and strategies applicable to management of decentralized, professionally staffed, nonformal educational organizations and change agencies. Content includes management functions, managerial leadership and decision-making strategies. Particular attention is given to leadership of organizations with volunteer staff.

EDUC 685 Training and Development: Theory and Practice (also Communication 685, International Agriculture 685 and Industrial and Labor Relations 658)

Spring. 4 credits. S-U grades optional. Charge for materials, \$45.

F 9:05-12:05; lab/disc, once a week, to be arranged. R. Colle, M. Ewert, W. Frank.

Analysis, design, conduct, administration, and evaluation of training programs for the development of human resources in small-farm agriculture, rural health and nutrition, literacy and nonformal education, and general community development. Designed for scientists, administrators, educator-trainers, and social organizers in rural and agricultural development programs in the U.S. and abroad.

EDUC 690 Research Seminar

Fall and/or spring. No credit.

T 12:20. Staff.

Presentation of current research in the field of education by graduate students and staff. Opportunities to discuss methodology, findings, and other aspects of research.

EDUC 711 Contemporary Issues in Educational Psychology

Spring. 2-3 credits.

M W 11:15. 1 hour to be arranged. J. A. Dunn.

This is a graduate-level seminar dealing with key issues in contemporary psychology having implications for educational practice and research. Topics will vary from year to year. Students may take the course more than once.

[EDUC 714 Moral Development and Education

Spring. 3 credits. Prerequisite: Education 611. S-U grades optional. Not offered 1991-92.

Lec, M 12:20-2:15; 1 hour to be arranged. D. E. Schrader.

This seminar focuses on current topics in moral development research as related to the educational process. Topics include the question of the development of moral

reasoning, gender differences, the relationship between moral judgment and moral action, questions related to moral education in secondary schools and university settings, and professional ethics in educational settings. This course takes a life-span perspective; however, special emphasis will be placed on development from adolescence through adulthood.]

EDUC 715 Seminar in Psychology and Education

Fall or spring. Variable credit. Prerequisite: permission of instructor.

W 1:25-3:25. D. E. Hedlund.

Selected topics focusing on the interaction of theoretical and research developments in psychology and education.

EDUC 718 Adult Learning and Development

Fall or spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional. Offered alternate years.

W 2:30-5. J. D. Deshler and staff.

Deals with adult development and learning behavior from points of view of educational psychology, social psychology, and sociology. Inferences are drawn from theory and research to the practice of adult continuing education. Appropriate for graduate students in educational psychology, extension and continuing education, and community service education, and for others interested in adult learning and development.

EDUC 719 Seminar in Educational Psychology

Fall. 1 credit. S-U only.

F 12:20. D. Hedlund.

Presentation and discussion of current professional topics in educational psychology. Current research and theoretical controversies in the field will be covered.

EDUC 730 Seminar in Agricultural, Extension, and Adult Education

Spring. 2 credits. S-U grades optional.

R 8-9:55. H. D. Sutphin, J. R. Egner, and staff.

Emphasis on current problems and research in agricultural, extension, and adult education. Includes discussion and analysis of student and staff research.

EDUC 735 Teacher Preparation in Agriculture

Fall. 3 credits. Prerequisite: teaching experience in agriculture.

W 1:25-3:20. A. L. Berkey.

For persons with teaching experience interested in the preparation of occupational teachers. Involvement in the Cornell program of teacher preparation in agriculture is expected.

EDUC 739 Proevaluating Programs in Agriculture, Extension, and Adult Education

Spring. 3 credits. Field trip.

T 2-4:30; labs to be arranged.

W. E. Drake.

This course examines objectives, criteria, and strategies for evaluating programs of agriculture, extension, and adult education. Evaluation models, case studies, and evaluation as a function of program planning are considered. Participants examine the roles of supervision in evaluation and have an opportunity to develop and apply evaluation instruments. Field trips and resource persons provide opportunities to observe actual evaluation problems and procedures.

EDUC 745 Seminar in Curriculum Theory and Research

Spring. 3 credits. Prerequisite: Education 644, or permission of instructor.

W 8-11. G. J. Posner.

Theoretical issues in curriculum and appropriate areas for curriculum research are discussed. Two current topics of interest are the hidden curriculum and school reform. Both topics serve to uncover the relation between ideology and research.

[EDUC 750 Conceptual Problems in Educational Inquiry

Fall. 3 credits. S-U grades optional. Not offered 1991-92.

R 12:20-2:15. Staff.

A constructionist view (as opposed to the conventional foundationalist viewpoint) of creating knowledge and value claims is the starting point of this seminar. We will be concerned with the conceptual principles (both normative and scientific) that guide research such that knowing and valuing are integrated in research. A view of theory-driven programmatic research is presented. We will read recent works in women's way of knowing, in children's clever misconceptions of science and math, alternative ways of knowing peace and war, and Hispanic minorities' view of knowing. Familiarity with master's and doctoral dissertation work of the past fifteen years at Cornell is expected. Copies are available in the libraries.]

EDUC 751 Quantitative Approaches to Qualitative Data Analysis

Spring. 3 credits. Prerequisite: Education 353 or equivalent. Offered alternate years.

Lec, T 10:10; R 10:10-12:05.

W. S. Carlsen.

This course focuses on techniques for analyzing and reporting interpretive research data. Although we will consider some general analytic methods (e.g., constant comparative analysis) and their theoretical foundations, the emphasis in this course will be on categorical, computational, and graphical approaches to constructing meaning from rich interpretive data sets. This course is intended to complement but not replace the study of discipline-specific interpretive approaches like ethnography, historiography, and sociolinguistics.

EDUC 762 Research in Educational Administration

Spring. 3 credits. Prerequisite: one course in elementary statistics or permission of instructor. S-U grades only.

R 3:35-6. E. J. Haller.

For students interested in learning about the process of formulating and carrying out a piece of empirical research. Studies will focus on policy and administrative issues concerning public education. Seminar participants will have access to large, nationally representative data sets that will permit them to conduct high-quality, publishable studies of U.S. schools, students, teachers, and parents. In the process they will learn some of the costs and benefits of secondary data analysis and gain some familiarity with statistical analyses on a Cornell mainframe computer.

EDUC 772 Seminar in Philosophy of Education

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional.

Hours to be arranged. K. A. Strike.

Topics to be announced.

EDUC 784 Educational Technology-Transfer and Decision Making

Fall. 3 credits.

M 12:20-2:15. H. D. Sutphin, J. McGonigal, and staff.

The educational and program management decisions involved in the adoption of educational technology in extension, rural development, and nonformal education programs are reviewed, and a variety of decision-making approaches is explored. An overall problem-solving method with case study illustrations is used. Consideration is given to structure and operating style of the educational organization, as well as to the characteristics of the technology under consideration. The course makes use of recent literature and continuously updated files on current developments in technology applications.

EDUC 800 Master's-Level Thesis Research

Fall or spring. Credit to be arranged. S-U grades optional. Each student, before course enrollment, must obtain the approval of a faculty member who will assume responsibility for guiding the work.

Staff.

EDUC 900 Doctoral-Level Thesis Research

Fall or spring. Credit to be arranged. Limited to students working on theses or other research and development projects. S-U grades optional. Each student, before course enrollment, must obtain the approval of a faculty member who will assume responsibility for guiding the work.

Staff.

Related Course in Another Department

Historical Roots of Modern Psychology (Psychology 490)

ENTOMOLOGY

Q. D. Wheeler, chair; W. L. Brown, Jr., P. L. Davis, G. C. Eickwort, P. P. Feeny, M. P. Hoffmann, J. K. Liebherr, R. A. Morse, L. A. Patrican, B. L. Peckarsky, D. Pimentel, E. M. Raffensperger, R. B. Root, R. T. Roush, D. A. Rutz, J. P. Sanderson, J. G. Scott, E. J. Shields, M. J. Tauber, W. M. Tingey, S. Via

Emeritus professors: J. E. Dewey, J. G. Franclemont, W. T. Johnson, J. P. Kramer, A. A. Muka, C. E. Palm, R. L. Patton, L. L. Pechuman, W. A. Rawlins, M. Semel, E. H. Smith, R. G. Young

Courses by Subject

Apiculture: 260, 262, 264

Behavior: 662

Ecology: 370, 455, 456, 464, 470, 471, 664, 672

Introductory courses: 200, 212

Medical entomology and pathology: 452, 453, 454, 653

Morphology: 322

Pest management: 241, 342, 443, 444, 472, 640, 677

Physiology and toxicology: 411, 483, 685, 690

Systematics and acarology: 331, 332, 621, 631, 633, 634, 636, 674, 710

ENTOM 200 Cultural Entomology

Fall. 2 credits. S-U grades optional. Intended for students in all colleges.

Lecs, T R 10:10. E. M. Raffensperger.

A presentation of the insects, with attention to their roles in nature and in civilization. Biological, historical, social, economic, and cultural aspects are discussed.

ENTOM 212 Insect Biology

Fall. 4 credits. Prerequisites: Biological Sciences 101-102 (may be taken concurrently) or equivalent.

Lecs, W F 11:15; lab, M T or W 1:25-4:25. G. C. Eickwort.

Introduces the science of entomology by focusing on basic principles of systematics, morphology, physiology, behavior, and ecology of insects. The laboratory in early fall includes field trips to collect and study insects in the natural environment. A small collection emphasizing ecological and behavioral categories is required.

ENTOM 241 Applied Entomology

Spring. 3 credits. Prerequisites: Biological Sciences 101-102 or equivalent.

Lecs, T R 10:10; lab, T W or R 1:25-4:25. E. M. Raffensperger.

A compendium of the insects associated with crops and farm animals. Discussions of insect pest management requirements on farm and in garden, along with descriptions of control methods, materials, and equipment.

ENTOM 260 Introductory Beekeeping

Fall. 2 credits.

Lecs, T R 11:15. R. A. Morse.

Introduces the fundamentals of practical beekeeping, including the life history, physiology, and behavior of honey bees. The classical experiments on the dance language and the role of pheromones are reviewed. Some lectures are devoted to pollination of agricultural crops and the production of honey and beeswax.

ENTOM 262 The Biology of the Honey Bee

Fall. 1 credit. Limited to 10 students.

Prerequisite: permission of instructor.

Labs, afternoons or weekends to be arranged; course will meet in Sept. and Oct. only. R. A. Morse.

A series of laboratories in which students perform some of the classical experiments on honey bee behavior. Various techniques used in bee research are introduced.

ENTOM 264 Practical Beekeeping

Fall. 1 credit. Limited to 20 students.

Prerequisite: Entomology 260 (may be taken concurrently).

Lab, R 2-4:25. R. A. Morse.

This course consists of fourteen laboratory sessions to acquaint students with practical methods of colony management. Laboratories involve actual work with honey bee colonies and equipment. Some of the topics covered are management of bees for apple pollination, honey harvesting and processing, and disease identification and control.

[ENTOM 322 Insect Morphology

Fall. 5 credits. Prerequisite: Entomology 212 or 241. Offered alternate years. Not offered 1991-92.

Lecs, M W F 9:05; labs, M F 1:25-4:25. G. C. Eickwort.

An introduction to the external and internal anatomy of insects, with emphasis on the comparative and functional aspects. The laboratory is devoted largely to dissection.]

ENTOM 331 Introductory Insect Systematics

Spring. 4 credits. Prerequisite: Entomology 212.

Lecs, T R 10:10; labs, T R 1:25-4:25. W. L. Brown.

An introduction to the classification, evolutionary history, and distribution of the insects. Laboratory practice in the identification of orders, families, and representative genera of insects; methods of collection, preservation, and study. Lectures on theory and practice of insect systematics and major features of insect evolution. Insect collections are required.

[ENTOM 332 Systematics Discussion Group

Spring. 1 credit. Prerequisite: concurrent enrollment in Entomology 331 or permission of instructor. S-U grades only. Offered alternate years. Not offered 1991-92.

Disc, hours to be arranged.

Q. D. Wheeler.

Readings and discussion on topics in systematics coordinated with the lecture series in Entomology 331.]

ENTOM 342 Special Topics in Economic Entomology

Hours to be arranged.

Staff.

Topics to be announced.

[ENTOM 370 Pesticides, the Environment, and Human Health (also Toxicology 370)

Fall. 2 credits. Prerequisites: Biological Sciences 101-102 or equivalent. Offered alternate years. Not offered 1991-92.

Lecs, T R 9:05. J. G. Scott.

A survey of the different types of pesticides, their uses, properties, and effects on the environment. Discussion of the risks, benefits, regulation, politics, and current controversies associated with pesticide use.]

ENTOM 441 Seminar in Insect Pest Management

Spring. 1 credit. Limited to 10 students.

Prerequisite: Entomology 241 or 444 or permission of instructor. S-U grades only.

Hours to be arranged. M. P. Hoffmann, A. M. Shelton.

Discussion of current topics in pest management, with an emphasis on insect pest management.

[ENTOM 443 Pathology and Entomology of Trees and Shrubs (also Plant Pathology 443)

Fall. 5 credits. Prerequisites: Plant Pathology 301 and Entomology 241 or equivalent.

Offered alternate years. Not offered 1991-92.

Lecs, M W F 10:10; labs, W F 1:25-4:25.

Evening prelims. G. W. Hudler.

For students preparing for careers in horticulture, urban forestry, and pest management. Deals with the nature, diagnosis, assessment, and treatment of diseases and arthropod pests of trees and shrubs. Forest, shade, and ornamental plants are considered.]

ENTOM 444 Integrated Pest Management (also Plant Pathology 444)

Fall. 4 credits. Prerequisites: Biological Sciences 261, Entomology 212 or 241, and Plant Pathology 301 or their equivalents or permission of instructor.

Lecs, M W F 9:05; lab, M or W 1:25–4:25. P. M. Davis.

Lectures integrate the principles of pest control, ecology, and economics in the management of pest-crop systems. Laboratories consist of exercises to reinforce concepts presented in lecture and demonstrate pest monitoring techniques and the application of computer technology to management problems.

[ENTOM 452 Medical Entomology]

Fall. 3 credits. Recommended: Entomology 212. S-U grades optional. Offered alternate years. Not offered 1991–92.

Lecs, T R 10:10; lab, R 1:25–4:25. L. A. Patrican.

A survey of arthropods of public health and veterinary importance, with emphasis on transmission dynamics of pathogens, bionomics of vector populations, and current control concepts. Morphology and taxonomy of selected groups are examined in the laboratory, with additional exercises in vector-pathogen relationships and epidemiological techniques.]

[ENTOM 453 Insect Pathology]

Spring. 4 credits. Prerequisite: Entomology 212 or 241 or permission of instructor.

Recommended: a course in microbiology. Offered alternate years. Not offered 1991–92.

Lecs, M W 10:10; lab, R 1:25–4:25. Staff.

A survey of the diseases of insects caused by viruses, bacteria, fungi, and protozoans and a consideration of the role of microbial diseases in natural and applied insect control. Laboratory investigations center around living insect-pathogen associations and the consequences of these associations for both insect and microbe.]

[ENTOM 454 Insect Pathology Seminar]

Spring. 1 credit. Prerequisite: Entomology 453. S-U grades only. Offered alternate years. Not offered 1991–92.

Hours to be arranged. Staff.

Presentations, discussions, and analyses of current topics by the participants. Focus centers on microbial diseases of insects.]

ENTOM 455 Insect Ecology, Lectures (also Biological Sciences 455)

Fall. 3 credits. Prerequisites: Biological Sciences 261 and Entomology 212 or their equivalents. Offered alternate years.

Lecs, W F 11:15 and 1 hour of discussion weekly to be arranged. R. B. Root.

Ecological and evolutionary principles are integrated by thorough examination of outstanding investigations. Topics discussed include the factors responsible for the great diversity of insects, adaptive syndromes associated with climate, natural history of arthropod guilds, impact of insects on terrestrial vegetation, population regulation, and the contrast between natural and managed ecosystems.

[ENTOM 456 Stream Ecology]

Spring. 3 credits. Recommended: Biological Sciences 261. S-U grades optional. Offered alternate years. Not offered 1991–92.

Lecs, T R 9:05; lab, T, W, or R 1:25–4:25 (3 sections). B. L. Peckarsky and C. M. Pringle.

Lecture will address the question—how does flow influence the structure and function of stream ecosystems? Aspects of structure include channel morphometry, physical and chemical gradients, and plant, invertebrate, and fish community structure. Functional analyses include nutrient cycling and downstream transport, trophic dynamics, processes affecting plant and animal colonization and succession, and the impacts of anthropogenic disturbances. Lab: 3–4 class projects using descriptive, behavioral, and experimental techniques in the lab and the field to test hypotheses discussed in lecture.]

ENTOM 464 Microevolution and Macroevolution (also Biological Sciences 464)

Spring. 4 credits. Prerequisite: Biological Sciences 378 or consent of instructor. S-U grades optional with permission of instructor.

Offered alternate years. Limited to 25 students.

Lecs, T R 10:10–11:30; disc, 1 hr/wk to be arranged. A. McCune, S. Via.

An advanced course in evolutionary biology integrating macroevolutionary and microevolutionary approaches. Areas of emphasis include patterns and processes of speciation, phylogeny reconstruction in populations and higher taxa, the origins and fate of variation, and causes of major evolutionary transitions. Discussion of these problems will involve data and approaches from genetics, morphology, systematics, paleobiology, development, and ecology.

[ENTOM 470 Ecological Genetics (also Biological Sciences 470)]

Spring. 4 credits. Prerequisite: Biological Sciences 378 or consent of instructor. S-U grades optional. Offered alternate years. Not offered 1991–92.

Lecs, T R 10:10–11:30; disc, 1 hr/wk to be arranged. S. Via.

A study of the relationships between genetic and ecological processes in populations. Topics include consequences of genetic variation in age-structured populations, demographic concepts of fitness, evaluation of methods for measuring genetic variation and natural selection on ecologically important traits, genetics of competitive ability and predator avoidance, genetic and ecological aspects of phenotypic plasticity, character displacement, maintenance of genetic variability, and limits to selection. We will consider how theory can be used to formulate hypotheses about evolutionary mechanisms in natural populations and evaluate experiments designed to test such hypotheses.]

ENTOM 471 Freshwater Invertebrate Biology

Spring. 4 credits. Recommended: Entomology 212. Offered alternate years.

Lecs, T R 9:05; labs, T R 1:25–4:25. B. L. Peckarsky.

The lecture explores the morphology, physiology, phylogeny, life histories, behavior, feeding ecology, and evolution of macroscopic freshwater invertebrates with an emphasis on contrasting the attributes of aquatic and terrestrial insects. The laboratory involves field collections and laboratory identification of invertebrates and stresses the use of keys. Students prepare a collection of freshwater invertebrates.

ENTOM 472 Genetics of Pest Management

Fall. 4 credits. Prerequisite: Biological Sciences 281 or equivalent. S-U grades optional.

Lecs, T R 12:20–1:45; lab to be arranged (3 hours). R. T. Roush.

A detailed survey of the application of genetics to pest management. Includes discussion of host plant resistance, pesticide resistance, insect mass rearing technology, autocidal controls (e.g., sterile males), and the establishment and genetic improvement of biological control agents, with examples from plant pathology, weed science, and entomology.

ENTOM 483 Insect Physiology

Spring. 4 credits. Prerequisite: Entomology 212 or permission of instructor.

Lecs, M W F 11:15; lab, W 1:25–4:25. Staff.

An introduction to the often unique ways in which insects have met their basic needs. Each organ system is examined with emphasis on basic principles and specific examples. The student will also be introduced to some common methods used in physiological research and to the critical reading of scientific literature.

ENTOM 497 Special Topics for Undergraduates

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Undergraduates must attach to their course enrollment material written permission from the staff member who will supervise the work.

Staff.

ENTOM 498 Undergraduate Teaching

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Undergraduate teaching assistance in an entomology course by agreement with the instructor. Undergraduates must attach to their course enrollment material written permission from the staff member who will supervise their work.

Staff.

Participating students assist in teaching a course allied with their education and experience. Students are expected to meet regularly with a discussion or laboratory section, to gain teaching experience, and regularly to discuss teaching objectives, techniques, and subject matter with the professor in charge.

ENTOM 499 Undergraduate Research

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Undergraduates must attach to their course enrollment material written permission from the staff member who will supervise the work.

Staff.

[ENTOM 621 Acarology]

Fall. 4 credits. Prerequisites: Entomology 212 and permission of instructor. Offered alternate years. Not offered 1991–92.

Lecs, M W 9:05; lab, M 1:25–4:25. G. C. Fickwort.

An introduction to the taxonomy, morphology, and bionomics of mites and ticks, with emphasis on taxa of economic importance. A collection is required.]

[ENTOM 631 Systematics of the Coleoptera]

Fall. 4 credits. Prerequisite: Entomology 331. Offered alternate years. Not offered 1991-92.
Lecs, M W 12:20; labs, M W 1:25-4:25.
S field trips. Q. D. Wheeler.

A comprehensive review of the comparative morphology, phylogenetic relationships, classification, natural history, and distribution of the Coleoptera, including adult and immature stages. Laboratory practice in identification and methods for collection and study of beetles. A collection is required.]

[ENTOM 633 Systematics of the Diptera and Hymenoptera]

Spring. 3 credits. Prerequisite: Entomology 331. Offered alternate years. Not offered 1991-92.

Lec and two labs, hours to be arranged.
W. L. Brown.

Lectures on the classification, evolution, and bionomics of the Diptera and Hymenoptera. Laboratory studies on the literature, characters, and classification of representative genera and species of these orders, based on adult and immature stages.]

[ENTOM 634 Special Topics in Systematic Entomology]

Fall or spring; taught on demand. 2-4 credits. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Lectures on the classification, evolution, and bionomics of selected taxa, with accompanying laboratory studies on identification and comparative morphology. Collections sometimes required.

[ENTOM 636 Seminar in Systematic Entomology]

Fall or spring. 1 credit. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged. Staff.

Discussion of current topics in systematic entomology. Topics to be announced, including current theoretical issues in insect classification, evolution, and biogeography.

[ENTOM 640 Pest Management: Quantitative Aspects]

Spring. 3 credits. Prerequisites: Entomology 444 and a course in statistics. Recommended: an introductory course in computer science. S-U grades optional. Offered alternate years. Not offered 1991-92.

Lecs, T R 2:30-4:25. P. M. Davis.

Quantitative aspects of the development of pest and agricultural resource management systems. Systems analysis, modeling and simulation, sampling, quantitative biological research, and economics are covered in lectures. Discussions of philosophical issues and current and classical literature.]

[ENTOM 653 Advanced Insect Pathology]

Fall. 3 credits. Prerequisite: Entomology 453, Bio Sci 290, or permission of instructor. S-U grades optional. Not offered 1991-92.

Lecs, T R 12:20; lab, R 1:25-4:30.

D. W. Roberts.

Detailed presentations on the major diseases of insects caused by viruses, bacteria, fungi, protozoa, and nematodes. Emphasis will be on host-pathogen interactions, including at the cellular level. Also, molecular genetics and epizootological principles will be discussed. Laboratories will include practical aspects (such as bioassays) of working with each group.]

[ENTOM 662 Insect Behavior Seminar]

Spring. 2 credits. Prerequisites: permission of instructors and Entomology 212 and Biological Sciences 221 or equivalents. S-U grades optional. Offered alternate years. Not offered 1991-92.

Hours to be arranged. G. C. Eickwort,
M. J. Tauber.]

[ENTOM 664 Seminar in Insect-Plant Interactions (also Biological Sciences 664)]

Spring. 2 credits. Limited to 15 students. Prerequisites: entomology, ecology, evolution, organic chemistry, and written permission of instructor. S-U grades optional. Offered alternate years. Not offered 1991-92.

One evening a week, to be arranged.
P. P. Feeny.

For graduate students and seniors. Presentations and discussions by students on the evolution of patterns of interaction between plants and insects, emphasizing critical evaluation of concepts and evidence.]

[ENTOM 672 Seminar in Aquatic Ecology]

Spring. 1 credit. Prerequisites: permission of instructor or either Entomology 456, 471 or Biological Sciences 462, 464. S-U grades optional. Offered alternate years.

Hours to be arranged. B. L. Peckarsky.
Discussion and analysis of current topics in the ecology of streams and lakes, including student-generated synthesis of key papers in the literature.

[ENTOM 674 Principles of Systematics (also Biological Sciences 674)]

Spring. 4 credits. Prerequisite: Entomology 331 or introductory systematics course in another field of biological sciences. Offered alternate years. Not offered 1991-92.

Lecs-disc-labs, M W 1:25-4:25. Staff
(Q. D. Wheeler, coordinator).

An introduction to modern theory and methods of systematic biology. Lectures, readings, and discussions on theoretical systematics, including species concepts, classification, phylogenetics, and biogeography. Laboratories include various methods of analysis of data (e.g., cladistic hand and computer methods, numerical methods). Part of the grade is based on a final paper.]

[ENTOM 677 Biological Control]

Fall. 3 credits. Prerequisites: Entomology 212, Biological Sciences 261, and permission of instructor. Offered alternate years.

Lecs, T R 9:05; lab, T 2-4:25.
M. J. Tauber.

Approach and procedures in biological control of arthropod pests and weeds. Laboratory includes studies with living parasitoids and predators.

[ENTOM 685 Seminar in Insect Physiology]

Spring. 1 credit. S-U grades optional. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

[ENTOM 690 Insect Toxicology and the Molecular Basis of Insecticide Toxicity (also Toxicology 690)]

Spring. 4 credits. Prerequisites: general chemistry and organic chemistry. Undergraduate students by permission of instructor. Offered alternate years. Not offered 1991-92.

Lecs, M W F 9:05; lab, day to be arranged,
1:25-4:25. J. G. Scott.

The history, metabolism, and mechanism of action of synthetic and naturally occurring insecticides. Mechanisms of insecticide

resistance, evaluation of insecticide toxicity, and new approaches to insecticidal compounds with biotechnology will be discussed.]

[ENTOM 707 Special Topics for Graduate Students]

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Not for thesis research.

Staff.

[ENTOM 708 Graduate Research]

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Not for thesis research.

Staff.

[ENTOM 709 Teaching Entomology]

Credit to be arranged.

Staff.

Teaching entomology or for extension training.

[ENTOM 710 Curation in Entomology]

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged. J. K. Liebherr and staff.

The range of curatorial techniques required to operate an institutional insect collection will be investigated by working with staff. Curation of a specific taxon of interest will comprise part of the course of study.

[ENTOM 800 Master's-Level Thesis Research]

Credit to be arranged. Prerequisite: permission of instructor. S-U grades optional.

Staff.

[ENTOM 900 Doctoral-Level Thesis Research]

Credit to be arranged. Prerequisite: permission of instructor. S-U grades optional.

Staff.

[Jugatae Seminar]

Fall and spring.

R 4-5.

A seminar conducted by Jugatae, the entomology club of Cornell University, to discuss topics of interest to its members and guests.

FLORICULTURE AND ORNAMENTAL HORTICULTURE

Floriculture and Ornamental Horticulture courses are listed under Horticultural Sciences on p. 76.

Freehand Drawing and Scientific Illustration

Freehand Drawing and Scientific Illustration courses are offered through the Department of Floriculture and Ornamental Horticulture. Courses are described on p. 75.

Landscape Architecture

The Landscape Architecture Program at Cornell is sponsored by the College of Agriculture and Life Sciences through the Department of Floriculture and Ornamental Horticulture and the College of Architecture, Art, and Planning. For course descriptions, see Landscape Architecture, p. 80.

FOOD SCIENCE

R. A. Ledford, chair; D. K. Bandler, D. M. Barbano, C. A. Batt, D. H. Beermann, J. Brady, A. K. Datta, D. C. Graham, R. B. Gravani, P. F. Hopper, J. H. Hotchkiss, H. T. Lawless, E. A. Leonard, D. D. Miller, S. Mulvaney, N. N. Potter, J. M. Regenstein, S. S. H. Rizvi, J. W. Sherbon, R. R. Zall

FOOD 100 Introductory Food Science Fall. 3 credits.

M W F 10:10. N. N. Potter.

A comprehensive introduction to food science and technology—its scope, principles, and practices. Topics are constituent properties; methods of preservation; the major food groups, including their handling and processing; and current problems such as chemical additives and world feeding needs. Interrelationships between chemical and physical properties, processing, nutrition, and food quality are stressed.

FOOD 101 Topics in Food Science

Fall. 1 credit. Limited to food science majors taking Food Science 100. Prerequisite: Food Science 100. A required companion course to Food Science 100. S-U grades only.

Lec and disc, F 11:15. N. N. Potter and staff.

Members of the staff lecture and lead discussion on selected topics.

FOOD 150 Food Choices and Issues

Spring. 2 credits. S-U grades optional.

Lecs, T R 12:20. R. B. Gravani, D. D. Miller, and staff.

This course provides nonmajors with the knowledge they need to make appropriate food choices. Lectures will emphasize the concepts necessary for selecting nutritious diets and interpreting popular nutrition literature, the impact of food science and technology on food choices, the characteristics of the major food commodity groups, and current issues affecting food quality and safety. The course is designed to provide students with practical and useful information about the foods they eat.

FOOD 210 Food Analysis

Spring. 3 credits. Prerequisite: Chemistry 104 or 208.

Lecs, M F 12:20; lab, M or F 1:25–4:25. J. W. Sherbon.

Introduces tests used by food analysts for fats, proteins, carbohydrates, and selected minor nutrients. Emphasis is on understanding and use of good analytical techniques, including gravimetric, volumetric, and spectrophotometric methods. A special project for the total analysis of a complex food provides experience in technique selection, work scheduling, and execution.

FOOD 220 Food Science for Industry

Fall. 2 credits.

Lec and lab, F 12:20–4:25. Field trips. J. W. Sherbon.

The course involves practice in the production of selected food items (including processed meat, baked goods, and confections). Students will investigate some processing factors affecting quality. Half-day (2–3) and longer (1–2) field trips to commercial plants producing these same products are used to illustrate the application of the technologies being studied.

FOOD 230 Electricity in Food Science

Spring. 1 credit.

Lab, T 1:25–4:25. G. Houghton.

This course is an introduction to electrical theory, including electrostatics, DC and AC circuits, and the use of measuring devices. The last half of the course will look at food processing applications including heaters, motors, transducers, electronics, and computers.

[FOOD 311 Milk and Frozen Desserts

Fall. 2 credits. Prerequisite: Food Science 322 or permission of instructor. Offered alternate years. Not offered 1991–92.

Lec, R 12:20; lab, R 1:25. J. W. Sherbon and D. K. Bandler.

Deals with the principles and practices of processing fluid milk products and frozen desserts. The chemical, microbiological, and technological aspects of processing these dairy products are considered. Emphasis will be upon product quality and recognition of factors affecting it.]

FOOD 312 Technology of Poultry, Fish, and Other Meats

Fall. 3 credits. Prerequisite: organic chemistry.

Lecs, T R 8–9:55. J. M. Regenstein.

Intended to give a unified introduction to the food technology of poultry, seafood, and other meats and to relate the underlying chemistry, biochemistry, and physiology of muscle to these technologies. Social, political, and economic factors will be discussed in terms of their effects on the technology.

FOOD 321 Food Engineering I

Fall. 4 credits. Prerequisites: physics and Food Science 100.

Lecs, M W F 9:05; lab, T 1:25–4:25. S. S. H. Rizvi.

Intended to give food science students an introduction to the engineering aspects of food processes and equipment. Emphasis on the fundamental concepts of momentum, heat, and mass-transport processes.

FOOD 322 Unit Operations in Food Processing I

Spring. 3 credits. Prerequisites: Food Science 100 and 321 or permission of the instructor.

Lecs, T R 10:10; lab, T 1:25–4:25. S. Mulvaney.

Deals with the principles and practices of concentration, drying, and freezing applied to foods. Current processing methods and their relations to the chemistry, microbiology, and technology of raw materials and final products are discussed. Application of engineering science to the freezing, concentration, and drying of foods. The course will take a systems analysis approach to each unit operation, including choice of equipment and effects of processing on product attributes.

FOOD 331 Statistical Quality Control of Food Processing

Spring. 1 credit. Prerequisite: Agricultural Economics 310 or equivalent.

Lab, R 1:25–4:25. G. Houghton.

An introduction to the statistical tools used to control quality in food processing operations. Topics covered include control charts and other process control tools as well as acceptance sampling.

FOOD 351 Milk Quality

Spring. 1 credit. Prerequisite: Animal Science 350 or equivalent or permission of instructor.

F 12:20. D. K. Bandler.

Focuses on the important aspects of farm sanitation and milk handling as they affect milk flavor and quality. The course is an overview of quality control tests, basic microbiology, cleaning and sanitizing, and special problems in manufacturing and marketing fresh and storable dairy products.

FOOD 394 Food Microbiology Lectures

Fall. 2 credits. Prerequisites: Bio Sci 290 and 291.

M W 12:20. D. C. Graham, C. A. Batt, R. B. Gravani.

The major families of microorganisms of importance in foods are studied systematically, with emphasis on the roles of those organisms in food preservation, food fermentations, and public health.

FOOD 395 Food Microbiology Laboratory

Fall. 2 credits. Graduate students must have permission of the instructor.

M W 2–4:25. R. A. Ledford.

Work includes study of the physiological characteristics of representative food microorganisms, practice in using general and special methods for microbiological testing and control of food products, and practice in isolating and characterizing organisms of importance in foods.

[FOOD 396 Food Sanitation as Related to Public Health and Food Plant Processing

Fall. 2 credits. Prerequisite: Food Science 100. Not offered 1991–92.

Lec, T R 9:05. Staff.

Deals with measures essential in producing and processing wholesome and safe foods. Rules and regulations of the Food and Drug Administration, the U.S. Department of Agriculture, and other organizations important to the food industry are covered. Sanitation practices as they relate to plant construction, unit operation, and storage practices are discussed.]

FOOD 400 Senior Seminar in Food Science and Technology

Fall. 1 credit. Limited to seniors.

Lec, M 4:30. R. A. Ledford, D. K. Bandler.

With assistance of faculty members, students complete a study of the literature on topics of current interest in food science and technology. Students make oral and written reports.

FOOD 401 Concepts of Product Development

Spring. 2 credits. Prerequisite: Food Science 100 or equivalent. Offered alternate years.

M W 9:05–9:55. J. H. Hotchkiss.

A discussion of the sequence of events in developing and marketing new food products. Topics include packaging and labeling, food additive and ingredient regulations, taste panels, market testing, market research, and patents.

[FOOD 403 International Food Science and Development

Spring. 3 credits. Offered alternate years. Not offered 1991–92.

Lecs, T R 8:30–9:55. D. C. Graham.

A critical evaluation of humanity's needs for food, especially in the developing world, and of the international food technologies, organizations, and policies necessary to meet such needs. Traditional methods and fermentation food processes of basic foods for specific developing countries are described.]

[FOOD 405 Waste Management and Energy Conservation]

Fall. 2 credits. Prerequisite: FS 100 or its equivalent. Offered alternate years. Not offered 1991-92.

Lec, T 12:20; lab, T 2-4:25. R. R. Zall. Field trips, laboratories, and demonstrations. Deals with the principles and practices related to managing, reducing, and reclaiming wastes from food plants and other unit operations important to the food industry. Selected types of methods used to conserve energy will be covered.]

FOOD 406 Food Processing Fermentations Lectures

Fall. 2 credits. Prerequisite: background in microbiology. Offered alternate years.

Lecs, T R 11:15. R. A. Ledford. Principles and practices of lactic acid and alcoholic fermentation processes as they apply to cheeses, cultured dairy foods, meats, vegetables, wines, beers, and related products.

FOOD 409 Food Chemistry

Spring. 4 credits. Prerequisite: introductory biochemistry.

Lecs, M W F 9:05; rec, to be announced. D. D. Miller, J. M. Regenstein, J. P. VanBuren.

Deals with the relationship between the composition and biochemical and physical properties of foods. The effects of chemical and biochemical interactions among the components of foods and of processing on the quality, functional attributes, and nutrient bioavailability are discussed. Reactions (e.g., Maillard Browning, enzymatic, oxidative, hydrolytic, and thermal) are emphasized.

FOOD 410 Sensory Evaluations of Foods

Fall. 3 credits. Prerequisite: statistics.

Lecs, M W F 10:10. H. T. Lawless. Deals with the sensory techniques used in evaluating the flavor, color, and texture of foods and the evaluation of consumer acceptance. Includes methods for measuring these qualities, underlying psychological principles, statistical methods for analyzing results, and establishing a full-service sensory evaluation program.

[FOOD 411 Food Mycology]

Fall. 3 credits. Prerequisite: Bio Sci 290 or 291 or equivalent. Recommended: Microbiology 394. Offered alternate years. Not offered 1991-92.

Lecs, T R 11:15; lab, W 1:25-4:25. D. C. Graham.

To acquaint students with important fungi, from the standpoint of their beneficial as well as their harmful effects in food production, preservation, and spoilage. Laboratories deal with morphology, physiology, culture and isolation, identification of fungi, and isolation and quantification of fungal toxins.]

FOOD 415 Principles of Food Packaging

Fall. 3 credits.

M W F 9:05. J. H. Hotchkiss. The chemical and physical properties and manufacture of the basic materials used to construct packaging are discussed. The influence of packaging on shelf life is presented. Emphasis is on newer packaging technologies and materials. Economics, design, and regulation of food packaging are briefly presented.

[FOOD 416 Food Packaging Laboratory] Spring. 2 credits. Prerequisite: Food Science 415. Offered alternate years. Not offered 1991-92.

Lec, F 8; lab to be arranged. J. H. Hotchkiss.

A laboratory course designed to introduce several testing methods used to evaluate adequacy of food packaging. Emphases are on physical testing methods of packaging materials and the evaluation of total packages. Students will design and build a new food package.]

FOOD 417 Sensory Analysis of Dairy Products

Spring. 1 credit.

Lec, M 2:30-4:25. H. Lawless. A survey of the traditional quality grading techniques used for sensory evaluation of dairy products, and a comparison of those techniques to alternative sensory evaluation procedures. Students will prepare samples for one or two demonstrations of classical dairy defects such as liquid oxidation or hydrolytic rancidity. Tasting and practice in identifying defects will be given in class. Primary attention will be given to sensory quality factors in fluid milk, cheddar cheese, cottage cheese, and ice cream.

FOOD 419 Food Chemistry Laboratory

Spring. 2 credits. Prerequisites: Biological Sciences 330 or 331 and concurrent registration in Food Science 409.

Lab, W 12:20-4:25. D. D. Miller. A laboratory course emphasizing fundamental chemical principles and laboratory techniques necessary for an understanding of the chemistry of foods. Relationships between chemical composition and functional, nutritional, and organoleptic properties of foods are stressed. Many of the laboratory techniques involved are common to those used in biochemistry laboratories (e.g., electrophoresis, chromatography, enzyme assays) but are applied to specific foods or beverages.

FOOD 421 Unit Operations in Food Processing II

Fall. 3 credits. Prerequisite: Food Science 322.

Lecs, T R 10:10; lab, R 1:25-4:25. S. S. H. Rizvi, S. Mulvaney. Principles and practices of thermal processing of foods, with emphasis on kinetics of destruction of microorganisms and quality factors. Laboratory measurement of kinetic data, retort processing, and lethality evaluation.

FOOD 422 Food Engineering II

Spring. 3 credits. Prerequisite: Food Science 421.

Lecs, M W F 10:10. S. S. H. Rizvi, S. Mulvaney. Application of transport phenomena to food processing unit operations. Engineering aspects of food plant operations and automation, with emphasis on future directions.

FOOD 447 International Postharvest Food Systems

Fall. 2 or 3 credits. Prerequisite: freshman chemistry. S-U grades optional.

T R 10:10. M. C. Bourne and staff. An interdisciplinary course designed for all undergraduate and graduate students in ALS that describes postharvest food losses and methods to reduce the loss. Topics include storage and care of unprocessed and minimally processed foods such as cereal grains, fruits, vegetables, tubers, and fish; biology and control of fungi, insects, and vertebrates in

foods; chemical causes of quality loss; effects of climate; and economic and social factors affecting food preservation and storage. Emphasis is given to the problems in developing countries. The third credit requires a written case study of a country or commodity.

FOOD 450 Fundamentals of Food Law Fall. 2 credits. Offered alternate years.

Lecs, M 1:25-3:20. P. F. Hopper. Introduction to the complex array of federal and state statutes and regulations that control the processing, packaging, labeling, and distribution of food, including aspects of safety and nutritive value. Emphasis will be on the Food and Drug Administration and U.S. Department of Agriculture regulations, but the course also will refer to other regulatory agencies.

FOOD 456 Advanced Concepts in Sensory Evaluation

Spring. 2 credits. Prerequisite: Food Science 410.

Lecs, F 1:25-3:25. H. T. Lawless. Readings and discussions of primary source materials in sensory evaluation, including historical perspectives, psychophysics, perceptual biases, human information processing. Concepts influencing detection of sensory differences, use of rating scales, and characterization of sensory properties will be emphasized.

FOOD 496 Extension Methods in Food Science

Fall. 2 credits. Offered in alternate years. F 1:25-4:25. D. K. Bandler.

A series of lectures, demonstrations, and practical exercises to improve the basic communication skills of the food scientist. The course will deal specifically with presenting scientific data in oral, visual, and written form.

FOOD 497 Special Topics in Food Science

Fall or spring. 3 credits maximum. Prerequisite: permission of instructor. S-U grades optional.

Staff. For the food science student. May include individual tutorial study, a special lecture topic selected by a professor or a group of students, or selected lectures of a course already offered. As topics may be changed, the course may be repeated for credit.

FOOD 498 Undergraduate Teaching Experience

Fall or spring. 3 credits maximum. Prerequisite: permission of instructor. S-U grades only. Staff.

Students assist in teaching a course appropriate to their previous training. Students will meet with a discussion or laboratory section and will regularly discuss objectives with the course instructor.

FOOD 499 Undergraduate Research in Food Science

Fall or spring. 4 credits maximum. S-U grades optional. Students must attach to their course enrollment materials written permission from the staff member who will supervise the work and assign the grade. Except for students enrolled in the honors program, credit will be limited to 4 credits total.

Hours to be arranged. Staff. Independent study.

FOOD 600 Seminar

Fall or spring. 1 credit. Required of all food science graduate students. S-U grades only. T 4:30.

[FOOD 601 Food Protein Chemistry]

Fall. 3 credits. Limited to graduate students and to seniors with permission of instructor. Prerequisite: Food Science 409 or equivalent. Offered alternate years. Not offered 1991-92.

Lecs, M W F 9:05. J. M. Regenstein. The chemistry and physical chemistry of proteins are discussed critically with respect to current methods of characterizing and purifying proteins. Food protein functionality is emphasized.]

FOOD 602 Computers in Food Laboratories

Fall. 3 credits. Prerequisite: introductory physics.

Lec, T 12:20; 2 labs per week, hours to be arranged. G. Houghton.

An introduction to computers as tools for data acquisition, process control, and data analysis in food science. Independently scheduled labs will teach basic analog and digital electronics, computer function and programming, the interfacing of computers with laboratory and industrial equipment. A background in computers or electronics is not required.

[FOOD 604 Chemistry of Dairy Products]

Fall. 2 credits. Limited to 16 students. Prerequisites: organic chemistry, biochemistry, knowledge of dairy-product manufacturing procedures, and permission of instructor. Offered alternate years. Not offered 1991-92.

Lecs, F 1:25-3:30. D. M. Barbano. A detailed study of milk constituents and their properties. Properties of various milk constituents are related to observed physical and chemical changes that occur in dairy products during and after processing. This course will emphasize current research in dairy chemistry.]

[FOOD 605 Physical Chemistry of Food Components]

Fall. 3 credits. Prerequisite: an undergraduate course in physical chemistry. Offered alternate years. Not offered 1991-92.

Lecs, M W F 10:10. J. W. Brady. This course will cover the physical properties of food molecules. Emphasis will be placed on the molecular basis of structural characteristics; colloidal properties; molecular interactions; foams, gels; and water binding of foods.]

[FOOD 606 Instrumental Methods]

Fall. 3 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1991-92.

Lecs, M W 8; lab, M 1:25-3:20, alternate weeks. J. W. Sherbon. Deals with instrumental methods widely used in research and industry. Includes chromatography, spectroscopy, electrophoresis, and thermal analysis. The stress is on the theoretical and practical aspects of the material presented. After the introduction of a technique, students will schedule laboratory time at their convenience.]

FOOD 607 Advanced Food Microbiology

Spring. 2 credits. Prerequisites: food microbiology, genetics (preferred). Offered alternate years.

M W 11:15. C. A. Batt. There have been great advances in applying the modern tools of molecular biology to the detection of microorganisms and their metabolites. The primary emphasis of this course will be to review the recent developments in the theory and application of nucleic acid and antibody-based detection systems, especially as they concern food safety. In addition, other approaches, including measurement of impedance, ATP, and endotoxins, will be discussed.

FOOD 610 Introductory Chemical and Environmental Toxicology (also Toxicology 610)

Fall. 3 credits. Prerequisites: biochemistry and animal physiology.

Lecs, M W F 11:15. J. Hotchkiss and staff. Introduction to the concepts and essentials of toxicology. The various biological responses to toxicants and the in vivo and in vitro methods of assessing toxicity, as well as the role of epidemiology, will be discussed. The chemical and biological factors that affect toxicity and specific sources of toxicants, including air pollution, agriculture, industrial processes, foods, naturally occurring toxicants, and social poisons will be presented. Regulation of toxic materials will be introduced.

[FOOD 615 Secondary Plant Metabolites in Foods]

Fall. 1 credit. Prerequisite: Biological Sciences 330 or 331. Offered alternate years. Not offered 1991-92.

Lec, F 9:05. G. Hrazdina. Deals with the chemistry and biochemistry of secondary plant metabolites (chlorophyll, lignin, flavonoids, alkaloids, terpenes, carotenoids, steroids, and cyanogenic glycosides) and their importance to food products. Emphasis is on the chemical and biochemical properties of these compounds, their occurrence in edible plants, their reactions, and influence on food products.]

[FOOD 616 Flavors - Analysis and Applications]

Spring. 2 credits. S-U grades optional. Offered alternate years. Not offered 1991-92. Lec, F 1:25; disc, F 2:30. H. Lawless, T. Acree.

An advanced course in sensory and instrumental analysis of flavors, flavor chemistry, and flavor applications in foods for food scientists and those in related fields concerned with human food perception and consumption. The course will survey taste, aroma and volatile flavors, and trigeminal stimuli from the perspectives of chemical structures, methods of analysis, uses and interactions in food systems, and consumer acceptance.]

FOOD 620 Food Carbohydrates (also Nutritional Sciences 620)

Spring. 2 credits. Limited to qualified seniors and graduate students. Prerequisite: Biological Sciences 330 or equivalent. Offered alternate years.

Lecs, T R 10:10. B. A. Lewis, J. W. Brady. A consideration of the chemistry of carbohydrates, including sugars, starches, pectins, hemicelluloses, gums, and other complex carbohydrates. Emphasis is on the intrinsic chemistry and functionality in food systems and the changes occurring during food processing and storage.

[FOOD 665 Engineering Properties of Foods (also Agricultural and Biological Engineering 665)]

Fall. 2 credits. Prerequisite: course in transport processes or unit operations as applied to foods; or permission of instructor. Offered alternate years. Not offered 1991-92.

Lecs, T R 12:20. S. S. H. Rizvi, A. K. Datta. Theories and methods of measurement and prediction of rheological, thermal, and mass transport properties of foods and biomaterial systems. Emphasis is on physical-mathematical basis of measurement as well as the prediction processes. Examples of appropriate use of these properties in engineering design and analysis of food processes will also be provided.]

FOOD 800 Research

Fall or spring. Credit to be arranged. Maximum credit, 10/semester. Limited to master's and doctoral candidates with permission of the graduate field member concerned. S-U grades only.

Related Courses in Other Departments**Computing in Agricultural and Biological Engineering (ABEN 151)****Food Engineering: Design of Equipment and Processes (ABEN 466)****Marketing (Agricultural Economics 240)****Food Industry Management (Agricultural Economics 443)****Meat Science (Animal Science 290)****Commercial Meat Processing (Animal Science 490)****Postharvest Physiology and Storage of Horticultural Crops (Horticultural Sciences 415)****Practical Aspects of Postharvest Handling of Horticultural Crops (Horticultural Sciences 325)****Tropical and Subtropical Fruits (Horticultural Sciences 308)****FREEHAND DRAWING AND SCIENTIFIC ILLUSTRATION**

Freehand Drawing is a program within the Department of Floriculture and Ornamental Horticulture. Other courses offered by the department are listed under Horticultural Sciences, p.76 and Landscape Architecture, p. 80.

FR DR 109 Nature Drawing

Fall. 3 credits. Limited to 25 students. S-U grades optional. Permission of instructor required.

M W F 10:10-12:05. R. J. Lambert. A beginning course with emphasis on the drawing of natural forms: plants, animals, and landscapes. Of particular interest to students in floriculture and ornamental horticulture, landscape architecture, biological sciences, nature education, on similar fields. Outside field notebook assignments.

[FR DR 111 Freehand Drawing]

Fall or spring. 3 credits. Each section limited to 25 students. S-U grades optional. Credit may not be received for both Freehand Drawing 109 and 111. Not offered 1991-92.

Fall: lec, R 10:10; studios, T 9:05-11, R 1:25-4.

Spring: permission of instructor required (registration must specify lecture hour and all studio hours). Lec, T or W 10:10, plus 5 additional studio hours to be scheduled in 2- or 3-hour blocks during M T W R F 9:05-12:20 and T 1:25-4. Staff.

Developing accuracy of observation and a personal graphic vocabulary. Freehand perspective and its uses in establishing design and spatial relationships, practice in figure and landscape drawing, form vs. value drawing. Weekly outside sketchbook assignments.]

FR DR 210 Architectural Sketching in Watercolor

Summer. 3 credits. S-U grades optional.

M T W R F 11:30-12:45. R. J. Lambert.

Practice in outdoor architectural sketching, primarily in watercolor, but including pen and ink, pencil, and colored pencil. Studio will develop working sketches into complete renderings. Principles of perspective are taught and applied. For any student who wishes to develop skill in handling watercolor. Outside-of-class sketchbook work required.

FR DR 211 Freehand Drawing and Illustration

Fall. 2 credits. Prerequisite: Freehand Drawing 111 or equivalent. S-U grades optional.

6 studio hours scheduled in 2- or 3-hour units between 9:05 and 12:05 M T W R F. R. J. Lambert.

Progression to the organization of complete illustrations. Subject matter largely from sketchbooks, still life, and imagination. Composition, perspective, and ways of rendering in different media are considered.

FR DR 214 Watercolor

Spring. 2 credits. Prerequisite: Freehand Drawing 111 or equivalent. S-U grades optional.

6 studio hours scheduled in 2- or 3-hour units between 9:05 and 12:05 M T W R F. R. J. Lambert.

A survey of watercolor techniques. Subject matter largely still life, sketchbook, and on-the-spot outdoor painting.

FR DR 316 Advanced Drawing

Fall or spring. 2 credits. Prerequisite: Freehand Drawing 109, 211 or permission of instructor. S-U grades optional.

6 hours to be arranged. R. J. Lambert.

For students who want to attain proficiency in a particular type of illustration or technique.

[FR DR 417 Scientific Illustration]

Fall. 2 credits. Prerequisite: Freehand Drawing 211 or 316 or equivalent. S-U grades optional for graduate students only. Not offered 1991-92.

6 studio hours scheduled between 9:05 and 12:05 M W F. Staff.

A survey of methods of illustration. Training in techniques of accurate representation in media suitable for reproduction processes, including pen and ink, scratchboard, wash, and mixed media.]

FRUIT AND VEGETABLE SCIENCE: HORTICULTURAL SCIENCE

See Horticultural Sciences.

HORTICULTURAL SCIENCES

Horticultural science courses at Cornell are taught by the faculty of the Department of Floriculture and Ornamental Horticulture and the Department of Fruit and Vegetable Science.

Floriculture and Ornamental Horticulture

G. L. Good, chair; M. I. Adelman, N. L. Bassuk, C. C. Fischer, C. F. Gortzig, J. Gruttadauria, N. W. Hummel, Jr., T. H. Johnson, R. E. Kozlowski, D. W. Krall, R. J. Lambert, R. W. Langhans, A. S. Lieberman, L. J. Mirin, R. G. Mower, K. W. Mudge, J. C. Neal, A. M. Petrovic, D. A. Rakow, R. T. Trancik, P. J. Trowbridge, T. C. Weiler, T. H. Whitlow

Fruit and Vegetable Science

E. E. Ewing, chair; R. R. Bellinder, G. D. Blanpied, L. L. Creasy, L. A. Ellerbrock, D. E. Halseth, J. R. Hicks, D. J. Lisk, P. M. Ludford, I. A. Merwin, P. L. Minotti, M. A. Mutschler, M. P. Pritts, J. Sieczka, W. C. Stiles, L. D. Topoleski, D. H. Wallace, H. C. Wein, D. A. Wilcox-Lee, D. W. Wolfe

Courses by Subject:

General horticulture: 101, 102

Crop production:

Florist: 410, 411

Fruit: 200, 442, 444, 445, 450

Nursery: 400, 420

Turfgrass: 330

Vegetable: 225, 456, 460

Extension education: 629

Floral design: 205, 210

Horticultural physiology: 400, 405, 450, 455, 456, 460, 615

Independent study, research, and teaching: 470, 495, 497, 498, 499, 500, 605, 700, 800, 900

Internships: 496

Landscape architecture (professionally accredited program): see p 80.

Landscape horticulture: 435, 491. Landscape architecture 142, 311, 312, 480, 490, 291, see p 80.

Plant materials: 230, 243, 300, 301, 335, 430

Plant propagation: 400

Postharvest physiology: 325, 625, 630

Sales and service businesses: 210, 425

Seminars: 495, 600, 602, 630, 636

Turfgrass management: 330

Vegetable types and varieties: 220, 465

HORT 101 Introduction to Horticultural Science

Fall. 4 credits.

Lecs, M W F 10:10; lab, W 2-4:25.

C. F. Gortzig.

An introduction to horticulture in all of its components: floriculture, landscape horticulture, pomology, vegetable crops, and related professional and commercial fields. Emphasis is on the history, geography, and literature of the field; the structure and organization of the component industries, institutions, and professions; and the role of science and technology in the continuing development of horticultural practice. Field trips, including at least one all-day field trip, are taken to horticultural firms, institutions, and historic sites.

HORT 102 General Horticulture

Spring. 4 credits. Each lab limited to 25 students.

Lecs, M W F 10:10; lab, M T W 2-4:25.

L. D. Topoleski.

Acquaints the student with applied and basic horticulture. Open to all students who want a general knowledge of the subject or who want to specialize in horticulture but have a limited background in practical experience or training in plant science. Includes flower, fruit, and vegetable growing and gardening techniques.

HORT 200 Introductory Pomology

Fall. 3 credits. S-U grades optional.

Lecs, T R 10:10; lab, T 1:25-4:25.

I. A. Merwin.

A survey of fruit science, emphasizing the natural history, botany, physiology, and production of edible fruits in temperate-climate areas. Topics include varietal breeding and propagation, environmental and sustainability issues, and practical methods of fruit production. Labs and field trips will provide hands-on experience and tours of regional orchards.

HORT 205 Floral Design

Fall or spring. 2 credits. Each of the two studios is limited to 22 students. Prerequisite: permission of instructor, with preference given to plant science majors, then to students in education, design, and journalism. Charge to purchase instructional plant materials that the student will keep: \$85. Enrolled students who do not attend the first session and fail to notify the secretary in 20 Plant Science Building of their absence will automatically be dropped.

T or R 1:25-4:25. C. C. Fischer.

A study of the established floral design techniques of this country, presenting the principles and the mechanics of the art to prepare the student to design for varying themes and occasions. Other aspects include selection, preparation, and factors affecting keeping-quality of materials. Emphasizes the economical use of all supplies.

HORT 210 Floral Design: Intermediate

Fall. 2 credits. Prerequisite: Horticultural Sciences 205 or permission of instructor; preference given to students planning a career in retail horticulture. Charge to purchase instructional materials that the student will keep: \$90.

Studio W 1:25-4:25. C. C. Fischer.

Advanced study of the art of floral design. The students assist in scheduling the design themes and occasions for floral display during the semester. Enrolled students who do not attend the first session and fail to report their absence to the secretary in 20 Plant Science Building will automatically be dropped.

HORT 220 Vegetable Types and Identification

Fall. 2 credits.

T 2-4:25. L. D. Topoleski.

Acquaints students with the vegetable species grown in the Northeast and the pests and disorders encountered in their production. Subjects covered include identification of economically destructive weeds, diseases and insects of vegetables, identification of vegetable and weed seeds, seedlings, nutrient deficiencies, vegetable judging, grading, and grade defects.

HORT 225 Vegetable Production

Fall. 4 credits. Field trip fee, no more than \$20.

Lecs, M W F 11:15; lab, W 2-4:25;
1 S field trip and 3 field trips (Sept).
W 11:15-6. L. A. Ellerbrock.

Intended for those interested in vegetables from the viewpoint of production, processing, marketing, or the related service industries. Topics included are techniques, problems, and trends in the culture, harvesting and storage of the major vegetable crops, including potato and dry beans. Consideration is given to issues affecting the industry, such as pesticide usage, environmental concerns, and new marketing developments. Field trips to conventional and organic farms and hands-on experience in growing vegetables in the laboratory are included.

HORT 230 Woody Plant Materials

Spring. 4 credits. Fee for lecture-laboratory manual: \$25.

Lecs, T R 9:05; lab, T 2-4:25 and W or F
2-4:25. R. G. Mower.

A study of the trees, shrubs, ground covers, and vines used in landscape plantings. Emphasis is on winter identification and values for use as landscape material.

[HORT 243 Taxonomy of Cultivated Plants (also Biological Sciences 243)]

Fall. 4 credits. Prerequisite: One year of introductory biology or written permission of instructor. May not be taken for credit after Biological Sciences 248. Offered 1992 and alternate years.

Lecs, M W 10:10; labs, M W 2-4:25.
M. Luckow.

An introduction to the study of ferns and seed plants with an emphasis on cultivated families and genera. Lectures will cover the principles and methods of systematics, basic rules of nomenclature, and relationships between families, all in the context of cultivated plants. Laboratories will teach sight identification of important plant families and identification of unknowns using analytic keys.]

HORT 300 Garden and Interior Plants I

Fall. 3 credits. Fee for lecture-laboratory manual: \$25.

Lecs, T R 10:10; lab, T 2-4:25.
R. G. Mower.

A study of ornamental plants used in garden and interior situations. The first seven weeks cover primarily herbaceous annuals and perennials, with the laboratory devoted to various practical gardening activities. The remainder of the semester covers the major kinds of foliage and flowering plants used in the home and in other interior landscape situations. Emphasis is on identification, use, and general cultural requirements.

HORT 301 Garden and Interior Plants II

Spring. 3 credits. Prerequisite: Horticultural Sciences 300 or permission of instructor. Fee for lecture-laboratory manual: \$25.

Lecs, M W 11:15; lab, M 2-4:25.
R. G. Mower.

A continuation of Horticultural Sciences 300. The first seven weeks are devoted to a further study of interior plants, with emphasis on specialized groups of interior plants such as orchids, cacti and succulents, gesneriads, ferns, palms, and bromeliads. The second seven weeks are devoted to outdoor herbaceous plants, such as tulips, daffodils, crocuses, and irises, as well as other spring-blooming bulbs and perennial plants. Outdoor laboratories emphasize practical gardening activities appropriate to the spring season.

HORT 325 Practical Aspects of Postharvest Handling of Horticultural Crops

Spring. 3 credits.

Lecs, M W 9:05; lab, T 1:25-3:55.
J. R. Hicks.

A study of changes that occur in horticultural crops between harvest and consumer. Practices that affect the rate of change and the final effect on quality of the commodity are discussed. Maturity/quality indices, preharvest treatments, and harvesting/handling practices and storage/transportation requirements of selected horticulture crops are covered. The effect of marketing orders, marketing chains, market requirements, quarantine and pest eradication procedures is emphasized.

[HORT 330 Turfgrass Management]

Fall. 3 credits. Prerequisite: Soil, Crop, and Atmospheric Sciences 260. Offered 1992 and alternate years.

Lec, R 11:15-1:10; lab, T 11:15-1:10.
A. M. Petrovic.

Study of the scientific principles involved in the management of golf courses, athletic fields, parks, industrial grounds, and sod production. Considerations given to principles of establishment, mowing, irrigation, growth and development, species selection, and nutrition in the management of turfgrass sites.]

HORT 335 Woody Plant Materials for Landscape Use

Fall. 3 credits. Limited to 30 students.

Primarily for landscape architecture majors.
Fee for lecture-laboratory manual, \$25.

Lec, M W 9:05; lab, R 1:25-4:25.
R. G. Mower.

A study of the trees, shrubs, vines, and ground covers used in landscape plantings in the northeastern United States. Emphasis is on leaf identification and on characteristics that determine the usefulness of each as landscape subjects.

HORT 400 Principles of Plant Propagation

Fall. 3 credits. Prerequisites: Biological Sciences 242 and 244 or another course in plant physiology.

Lecs, T R 9; lab, R 1:25-4:25.
K. W. Mudge.

Propagation of plants using vegetative techniques including cuttage, graftage, tissue culture, and propagation from seed. Physiological, environmental, and anatomical principles are stressed rather than hands-on techniques. Examples include horticultural, agronomic, and forestry crops.

[HORT 405 Physiology of Horticultural Plants]

Spring. 4 credits. Prerequisites: Biological Sciences 242 and 244; 341 or permission of instructor. Not offered 1991-92.

Lec, M W F 8; lab to be arranged. Staff.
A study of the physiology of growth and development of horticultural plants in response to their environment.]

HORT 410 Principles of Greenhouse-Crop Production

Spring. 4 credits. Limited to 40 students.

Preference given to juniors. Prerequisites: Horticultural Sciences 400 and Biological Sciences 242 and 244 (may be taken concurrently) or permission of instructor. Offered 1992 and alternate years. Cost for half-day field trip and special laboratory supplies: \$80. Three-day field trip also required: \$75.

Lecs, M W F 8; lab, R 2-4:25.
T. C. Weiler.

A study of commercial production of greenhouse crops with emphasis on their culture as influenced by greenhouse environment. Field trips are made to commercial greenhouses.

HORT 411 Greenhouse Production Management

Spring. 4 credits. Primarily for seniors.

Prerequisite: an elementary course in horticulture or equivalent. Cost of field trips: \$150.

Lecs, T R 10:10-12:05; lab, 3 hours to be scheduled. Two field trips.
R. W. Langhans.

Intended to provide the latest information on efficient operation and administration of a commercial greenhouse, outside the sphere of production methods for specific crops. Consideration is given to the industry, centers of production, competition, location, types of structures, heating, ventilation, cooling, fertilizing, watering systems, and business analysis and management.

HORT 420 Principles of Nursery-Crop Production

Fall. 4 credits. Prerequisite: Horticultural Sciences 400.

Lecs, M W F 9:05; lab, M 2-4:25; field
trips are included. G. L. Good.

Principles of commercial production of nursery crops to marketable stage, including postharvest handling and storage. Term project required. Field trips are made to commercial nurseries.

HORT 425 Horticultural Sales and Service Businesses

Spring. 4 credits. Prerequisites: Agricultural Economics 240 and 347 or permission of instructor. Cost of field trip approximately \$150.

Lecs, M W F 10:10; lab W 1:25-4:25.
C. F. Gortzig.

A study of the application of horticultural, marketing, and management principles and practices in the operation of horticultural sales and service firms, e.g., garden centers, retail florist and nursery stores, wholesale marketing operations, mail-order businesses, mass markets, interior and outdoor landscape-service and related firms. Weekly field trips to commercial operations and one 3-4 day field trip to a metropolitan area are taken.

HORT 430 Special Topics in Ornamental Plants

Fall or spring. Credit to be arranged. Primarily for upperclass floriculture and ornamental horticulture majors. Prerequisites: Horticultural Sciences 230, 300, 301, 335, or the equivalent, and permission of instructor.

Hours to be arranged. R. G. Mower.

Topical subjects in plant materials. Independent and group study of important groups of woody and herbaceous plant materials not considered in other courses. The topic is given in the supplementary announcement.

HORT 435 Landscape Management

Fall. 4 credits. Prerequisites: Horticultural Sciences 230 or 335, and Biological Sciences 241 or permission of instructor.

Lec, M W F 12:20-1:10; lab T 1:25-4:25. D. A. Rakow.

A study of the practices involved in the planting and maintenance of woody ornamental plants in the landscape. The major emphases will be on planting and post-planting techniques, water and fertilization management, pruning, and general tree care. The lectures will focus on the physiological bases for essential management principles. Labs have a hands-on focus.

[HORT 442 Small Fruits

Fall. 3 credits. Offered alternate years. Not offered 1991-92.

Lecs, M W 9; lab, M 1:25-4:25. M. P. Pritts.

A study of the evolution, breeding history, and physiology of strawberries, raspberries, blackberries, blueberries, and other minor small fruit crops, and of cultural practices that influence productivity, fruit quality, and pest damage. Marketing and economics will be considered, and alternative production practices for both commercial and home gardeners will be discussed.]

HORT 444 Viticulture

Fall. 3 credits. Offered alternate years.

Lecs, T R 9:05; lab, R 2-4:25. L. L. Creasy. Grape growing, with emphasis on the viticulture of the Great Lakes region, is presented as a series of interrelated decisions on varieties, sites, vine management, and vine protection. Those decisions are based on ampelography, meteorology, soils, vine and grape anatomy and physiology, as well as protection of the vine and grapes from injuries, primarily from diseases and insects.

[HORT 445 Temperate Tree Fruits

Spring. 3 credits. Prerequisite: Horticultural Sciences 200. S-U grades optional. Offered alternate years. Not offered 1991-92.

Lecs, T R 10:10; lab, T 1:25-4:25. I. A. Merwin.

A treatment of problems of concern to tree fruit growers, such as site selection, planting and pruning systems, water relations, cold hardiness, fruit growth, maturity, flowering, and protection from pests. Physiological and practical aspects are emphasized.]

HORT 450 Soil Management and Nutrition of Perennial Crops

Fall. 3 credits. Offered alternate years. Lec, M W 8; lab, M 1:25-4:25.

W. C. Stiles.

Fundamentals of mineral nutrition and soil management for perennial horticultural crops. Mineral nutrition aspects deal with diagnostic techniques, interpretation of tissue and soil analyses, and nutrient requirements for optimizing crop performance. Soil management effects on crop performance, nutrient relationships, and interaction with other components of crop production systems are emphasized.

HORT 455 Fertility Management for Vegetables

Fall. 3 credits. Prerequisite: Soil, Crop, and Atmospheric Sciences 260 or equivalent.

Lecs, M W 10:10; lab and disc, M 2-4. P. Minotti.

The course deals with both major and minor elements including fertilization programs, interpretation of tissue and soil analyses, nutrient interactions, induced deficiencies, toxicities as well as the effects of organic matter, crop residues, and specific crop sequences. The course emphasizes hands-on field and greenhouse experiments and small group discussions.

HORT 460 Plant-Plant Interactions

Spring, weeks 1-6. 2 credits. Prerequisite: any crop production course or permission of instructor.

Lecs, M W F 11:15; lab, M 2-4:25; disc, R or F 1, 2, or 3 (1 hr). H. C. Wien.

The manner in which plants interfere or positively interact is examined for the management of cropping systems. Competitive and chemical interactions are considered between weeds and crops, among crops in polyculture, and between individuals in monoculture. Examples will be taken from both temperate and tropical monoculture and intercropping systems. The course emphasizes practical hands-on greenhouse experiments and weekly small-group discussion.

HORT 462 Vegetable Crop Physiology

Spring, weeks 7-14. 3 credits. Prerequisites: Horticultural Sciences 225 and Biological Sciences 242.

Lecs, M W F 11:15; lab, M 2-4:25; disc, R or F 1, 2, or 3 (1 hr). H. C. Wien.

Study of the physiological processes that determine the timing, quantity, and quality of vegetable crop yield. Processes of flower induction, fruit set, fruit growth, and the relations between vegetative and reproductive growth are covered. Environmental and hormonal influences on these and other growth processes are featured. The course emphasizes practical hands-on greenhouse experiments and weekly small-group discussions.

[HORT 465 Vegetable Varieties and Their Evaluation

Fall, weeks 1-7. 2 credits. Prerequisites: Horticultural Sciences 225 or permission of instructor. S-U grades only. Offered alternate years. Not offered 1991-92.

Lecs, W F 8; lab, F 1:25-4:25. D. W. Wolfe and H. C. Wien.

Principles of vegetable variety evaluation and selection of techniques in relation to program objectives. Morphology, yield, and quality of selected crops will be studied in the field. The seed industry will be briefly discussed.]

HORT 470 Special Topics in Pomology

Spring. 3 credits. Open to undergraduates by permission.

Hours to be arranged. Staff.

Selected topics are considered with respect to the current literature, experimental techniques, or applied technologies. Topics change from one year to another and reflect the expertise and research interests of the professors who participate. Topics selected for each term will be announced several months before the term begins.

HORT 491 Design and Plant Establishment (also Landscape Architecture 491)

Fall. 3 credits. Prerequisite: HORT 230 or permission of instructor.

Lecs, T R 12:20; studio, R 1:25-4:25.

N. L. Bassuk and P. J. Trowbridge.

This course will focus on the establishment of woody and herbaceous plants in urban and garden settings. By understanding the special constraints placed on plants, we will be able to critically assess and modify potential planting sites, select appropriate trees, shrubs and ground covers for a given site, and learn about the principles and practices of plant establishment both in the ground and in contained environments. Design followed by specifications and graphic details will be produced to implement these practices. Techniques for tree preservation and land reclamation/revegetation will also be discussed.

HORT 495 Undergraduate Seminar

Fall or spring. May be taken twice for one credit per semester. S-U grades only. Graduate students should enroll in Horticultural Sciences 600 or 602.

Section 1: Undergraduate participation in floriculture and ornamental horticulture departmental weekly seminar series.

R 12:20. D. W. Krall, D. A. Rakow.

Section 2: Undergraduate participation in fruit and vegetable science departmental weekly seminar series.

R 4:30. Staff.

HORT 496 Internship in Horticultural Sciences

Fall or spring. Credit variable. S-U grades optional. Prerequisite: permission of student's adviser in advance of participation in internship programs. Students must attach to their course enrollment materials a "CALS Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their study and assign their grade.

Staff.

HORT 497 Independent Study in Horticultural Sciences

Fall or spring. Credit variable. S-U grades optional. Prerequisite: permission of instructor(s). Students must attach to their course enrollment materials a "CALS Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their study and assign their grade.

Independent study in horticultural sciences under the direction of one or more faculty members.

HORT 498 Undergraduate Teaching Experience

Fall or spring. Credit variable. S-U grades optional. Prerequisites: previous enrollment in course to be taught or equivalent, and written permission of the instructor. Students must attach to their course enrollment materials a "CALS Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their teaching experience and assign their grade.

Hours to be arranged.

Designed to give qualified undergraduate students teaching experience through actual involvement in planning and teaching horticultural sciences courses under the supervision of departmental faculty members. This experience may include leading discussion sections; preparing, assisting in, or teaching laboratories; and tutoring.

HORT 499 Undergraduate Research

Fall or spring. Credit variable. S-U grades optional. Prerequisite: permission of instructor. Students must attach to their course enrollment materials a "CALS Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their research and assign their grade.

Staff.

Undergraduate research projects in horticultural sciences.

HORT 500 Master of Professional Studies (Agriculture) Project

Fall or spring. 1-6 credits. (6 credits maximum toward MPS [Agriculture] degree). S-U grades optional.

Hours to be arranged. Graduate faculty. A comprehensive project emphasizing the application of principles and practices to professional horticultural teaching, extension, and research programs and situations. Required of Masters of Professional Studies (Agriculture) candidates in the respective graduate fields of horticulture.

HORT 600 Seminar

Fall or spring. Credit variable. Open to graduate students only. Undergraduates should register for Horticultural Sciences 495. S-U grades only.

R 12:20. D. W. Krall and D. A. Rakow.

Graduate student participation in departmental floriculture and ornamental horticulture weekly seminar series.

HORT 602 Seminar in Fruit and Vegetable Science

Fall or spring. 1 credit. Required of graduate students majoring or minoring in pomology or vegetable crops. Limited to graduate students. S-U grades only.

R 4:30. Staff.

[HORT 605 Current Topics in Floricultural and Ornamental Horticultural Physiology]

Spring. Variable credit. Prerequisite: permission of instructor. Not offered 1991-92.

Hours to be arranged. Staff.

Discussions of modern concepts, research, and commercial problems as reflected in current horticultural literature.]

HORT 615 Quantitative Methods in Horticultural Research

Spring. Weeks 1-9. 2 credits. Prerequisite: Statistics 601, Statistics 602 or permission of instructor. S-U grades only. Offered alternate years.

T R 10:10-12:05. D. W. Wolfe.

Advantages and limitations of conventional experimental designs and analyses of greenhouse and field (including-on-farm) experiments. Use and interpretation of plant growth analysis techniques. Discussions will include critical analysis of published data and research in progress.

HORT 625 Advanced Postharvest Physiology of Horticultural Crops

Spring. 3 credits. Prerequisite: Biological Sciences 242 and/or Horticultural Sciences 325. Offered alternate years.

Lecs, T R 10:10. Disc session to be arranged. P. M. Ludford.

Physiological and biochemical aspects of growth and maturation, ripening, and senescence of harvested horticultural plant parts. Topics include morphological and compositional changes during ripening and storage life, some physiological disorders, aspects of hormone action and interactions, and a consideration of control.

HORT 629 Special Topics in Plant Science Extension (also Plant Breeding 629)

Spring. 2 credits. Offered 1992 and alternate years.

F 1:25-4:25. W. D. Pardee.

Designed for graduate students and advanced undergraduates to provide a broader knowledge of cooperative extension philosophy and methods. Developed for students interested in extension and research in public and commercial organizations. Topics relate to extension in other countries as well as in the United States.

HORT 630 Current Topics in Postharvest Horticulture

Fall or spring. 1 credit. Prerequisite: permission of instructor.

Hours to be arranged. G. D. Blanpied.

Graduate students and staff report and discuss current topics in postharvest biology and technology of horticultural crops.

HORT 636 Current Topics in Horticulture

Fall or spring. 1 credit. S-U grades only.

1 hour per week, to be arranged.

A seminar series on current topics to be chosen each semester by participating students and faculty, on a rotating basis. Format consists of weekly discussion groups, with each participant presenting at least one oral report based on independent reading and/or experimentation relating to the chosen topic. Interested students should contact the designated instructor(s) for each term.

HORT 700 Graduate Teaching Experience

Fall or spring. Credit variable. Open only to graduate students. Undergraduates should enroll in Horticultural Sciences 498. S-U grades optional. Prerequisite: permission of instructor.

Hours to be arranged.

Designed to give graduate students teaching experience through actual involvement in planning and teaching courses under the supervision of departmental faculty members. The experience may include leading discussion sections; preparing, assisting in, or teaching lectures and laboratories; and tutoring.

HORT 800 Thesis Research, Master of Science

Fall or spring. Credit to be arranged. S-U grades only.

Staff.

HORT 900 Thesis Research, Doctor of Philosophy

Fall or spring. Credit to be arranged. S-U grades only.

Staff.

INTERNATIONAL AGRICULTURE

INTAG 300 Perspectives in International Agriculture and Rural Development

Fall. 2 credits.

F 1:25-3:20. E. C. Erickson and staff.

A forum to discuss both contemporary and future world food issues and the need for an integrated, multidisciplinary team approach in helping farmers and rural development planners adjust to the ever-changing food needs of the world.

INTAG 402 Agriculture in Tropical America

Fall. 2 credits. Prerequisite: upper class or graduate standing.

F 1:25-3:20. H. D. Thurston and staff.

A preparatory course for participation in International Agriculture 602. Physical resources, vegetation, history, crop and animal production, and various social and economic aspects of agriculture in tropical America will be discussed.

INTAG 403 Traditional Agriculture in Developing Countries

Fall. 1 credit. S-U only.

T 8-8:50. H. D. Thurston and staff.

Today, perhaps over half of the world's arable land is farmed by traditional farmers. They developed sustainable agriculture practices which allowed them to produce food and fiber for millennia with few outside inputs. Many of these practices have been forgotten in developed countries but are still used by many traditional, subsistence, or partially subsistence farmers in developing countries. The course will examine traditional systems from several disciplinary points of view.

INTAG 599 International Agriculture and Rural Development Project Paper

Fall and spring. 1-6 credits. Limited to M.P.S. candidates in International Agriculture and Rural Development. S-U grades only.

Staff.

INTAG 600 Seminar: International Agriculture

Fall and spring. No credit. S-U grades only.

Third and fourth W of each month, 4-5.

Staff.

The seminar focuses on developing an understanding of the nature and interrelatedness of agricultural development and the social sciences, plant and animal sciences, foods and nutrition, and natural resources.

INTAG 602 Agriculture in the Developing Nations

Spring. 3 credits. Prerequisites: International Agriculture 300 or equivalent, International Agriculture 402, and permission of instructors. Cost of field-study trip includes air fare and approximately \$450 for lodging, meals, and personal expenses.

T R 2:30–4:25 until midterm only.

D. Lee and staff.

Oriented to provide students an opportunity to observe agricultural development in a tropical environment and promote interdisciplinary exchange among staff and students. The two-week field-study trip during January to Latin American countries is followed by discussions and assignments dealing with problems in agriculture and livestock production in the context of social and economic conditions.

INTAG 603 Administration of Agricultural and Rural Development (also Government 692)

Spring. 4 credits.

M 2:30–5:30. E. B. Oyer, N. T. Uphoff, L. W. Zuidema.

An intercollege course designed to provide graduate students with a multidisciplinary perspective on the administration of agricultural and rural development activities in developing countries. The course is oriented to students trained in agricultural and social sciences who are likely to occupy administrative roles during their professional careers.

INTAG 650 Special Topics in International Agricultural and Rural Development

Fall or spring. 1–3 credits
Staff.

A seminar on new themes of agricultural and rural development offered occasionally. Specific content varies each semester.

INTAG 685 Training and Development: Theory and Practice (also Communication 685, Education 685 and Industrial and Labor Relations 658)

Spring and summer. 4 credits. S-U grades optional. Charge for materials \$45.

Lec, F 9:05–12:05; lab, 1 hour per week, to be arranged. At Communication Graduate Center. R. Colle, M. Ewert, W. Frank.

Analysis, design, and administration of training programs for the development of human resources in small-farm agriculture, rural health and nutrition, literacy as nonformal education, and general community development. Designed for scientists, administrators, educator-trainers, and social organizers in rural and agricultural development programs in the U.S. and abroad.

INTAG 703 Seminar for Special Projects in Agricultural and Rural Development

Spring. 1 credit. Required for graduate students enrolled in the M.P.S. (Agr.) degree program and majoring in international agricultural and rural development; others with permission of the program director. S-U grades only.

M 12:20. L. W. Zuidema.

The seminar provides students with the opportunity to present their special projects. It also serves as a forum for discussion of current issues in low-income agricultural and rural development, with particular attention to interdisciplinary complexities.

Related Courses in Other Departments

Introduction to Global Economic Issues (Agricultural Economics 100)

Contemporary Issues Seminar: Development in Southern Africa (Agricultural Economics 492)

Economics of Agricultural Development (Agricultural Economics 464)

The World's Food (Agricultural Economics 660)

Microeconomic Issues in Agricultural Development (Agricultural Economics 664)

Seminar on Agricultural Trade Policy (Agricultural Economics 730)

[Macro Policy in Developing Countries (Agricultural Economics 763) Not offered 1991–92.]

Tropical Livestock Production (Animal Science 400)

Tropical Forages (Animal Sciences 403)

Southeast Asia Seminar: Country Seminar (Asian Studies 601 and 602)

Plants and Civilization (Biological Sciences 246)

Food, Agriculture, and Society (Biological Sciences 469)

Seminar in International Planning (City and Regional Planning 671)

Seminar in Project Planning in Developing Countries (City and Regional Planning 773)

Science, Technology, and Development (City and Regional Planning 774)

Intercultural and Development Communication (Communication 612)

[Communication in the Developing Nations (Communication 624) Not offered 1991–92.]

[Comparative Studies in Adult Education (Education 483) Not offered 1991–92.]

Planning Educational Systems (Education 678)

[Designing Extension and Continuing Education Programs (Education 681) Not offered 1991–92.]

Community Education and Development (Education 682)

[International Food Science and Development (Food Science 403) Not offered 1991–92.]

International Postharvest Food Systems (Food Science 447)

Political Economy of Change: Rural Development in the Third World (Government 648)

Regional Landscape Planning I (Landscape Architecture 531)

International Environmental Issues (Natural Resources 400)

Religion, Ethics, and the Environment (Natural Resources 407)

National and International Food Economics (Nutritional Sciences 457)

International Nutrition Problems, Policy, and Programs (Nutritional Sciences 680)

International Nutrition Seminar (Nutritional Sciences 698)

Special Topics in International Nutrition (Nutritional Sciences 699)

Introduction to Plant Breeding (Plant Breeding 201)

Plant Diseases in Tropical Agriculture (Plant Pathology 655)

Rural Sociology and International Development (Rural Sociology 205)

Comparative Issues in Social Stratification (Rural Sociology 370)

[Gender Relations and Social Change (Rural Sociology 425) Not offered 1991–92.]

Social Demography (Rural Sociology 438)

[Social and Demographic Changes in Asia (Rural Sociology 439) Not offered 1991–92.]

Population, Environment, and Development in Sub-Saharan Africa (Rural Sociology 495)

Contemporary Sociological Theories of Development (Rural Sociology 606)

The Political Economy of Policy and Planning in Third World States (Rural Sociology 725)

[Social Movements in Agrarian Society (Rural Sociology 723) Not offered 1991–92.]

Sociotechnical Aspects of Irrigation (Rural Sociology 754, Agricultural Economics 754, and Agricultural and Biological Engineering 754, Government 644)

[Production of Tropical Crops (Soil, Crop, and Atmospheric Sciences 314) Not offered 1991–92.]

Properties and Appraisal of Soils of the Tropics (Soil, Crop, and Atmospheric Sciences 471)

[Ecology of Agricultural Systems (Soil, Crop, and Atmospheric Sciences 473, and Biological Sciences 473) Not offered 1991–92.]

LANDSCAPE ARCHITECTURE**LA 142 Introduction to Landscape Architecture**

Spring. 4 credits. Limited to approximately 20 students; freshman landscape architecture majors or permission of instructor. Cost of basic drafting equipment and supplies, \$200.

Lees, T R 1:25; studio, T R 2:30–4:25.

D. W. Krall.

Fundamentals of landscape design applied to residential and other small-scale site-planning projects. Work in the studio introduces course participant to the design process, design principles, construction materials, planting design, and graphics.

LA 201 Design, Composition, and Theory
Fall. 6 credits. Limited to landscape architecture majors. Cost of basic drafting equipment and supplies, \$200; expenses for field trip, \$200.

Lecs, M W F 1:25; studios, M W F 2:30–4:25. T. H. Johnson.

Basic design principles and processes applied to the design of the outdoor environment. Studio projects focus on the analysis, organization, and form of outdoor space through the use of three-dimensional components including structures, vegetation, and earthform.

LA 202 Design, Composition, and Theory
Spring. 6 credits. Prerequisite: LA 201 with a grade of C or better. Cost of supplies, about \$200; expenses for field trip, \$200.

Lecs, M W F 1:25; studios, M W F 2:30–4:25. M. I. Adleman.

Site design and planning for parks, housing, and architectural ensembles. Basic theory, historic precedents, and the design process are correlated with garden landscapes, open-space systems, earth form, vegetation, and circulation systems.

LA 301 Site Design and Detailing

Fall. 6 credits. Prerequisite: LA 202 with a grade of C or better. Cost of supplies, about \$200; expenses for field trip, \$200.

Lecs, M W F 1:25; studios, M W F 2:30–4:25. D. W. Krall.

Course participants will be engaged in the art and science of site-scaled design. This includes gardens, parks, and residential projects with design and technical solutions.

LA 302 Site Design and Detailing

Spring. 6 credits. Prerequisite: LA 301 with a grade of C or better. Cost of supplies, about \$200; expenses for field trip, \$200.

Lecs, M W F 1:25; studios, M W F 2:30–4:25. P. J. Trowbridge.

This studio will engage course participants in a wide range of site-scaled projects such as subdivision developments, street improvement projects, and gardens. Projects and associated detailing will build upon knowledge gained in LA 301.

LA 310 Site Engineering for Landscape Architects

Fall. 4 credits. Prerequisite: permission of instructor.

Lecs, M W 9:05; studios, M W 10:10–12:05. M. I. Adleman.

Lectures and studio projects focusing on the development of a working knowledge of site grading, earthwork, storm-water management, site irrigation, site layout, and road alignment.

LA 312 Site Construction

Spring. 4 credits. Prerequisite: permission of instructor.

Lecs, M W 9:05; studios, T R 9:05–11. P. J. Trowbridge.

Construction materials, specifications, cost estimates, and methods used by landscape architects in project implementation. The course includes lectures, studio problems, and development of construction documentation for a selected project.

LA 401 Urban Design and Planning

Fall. 6 credits. Prerequisites: LA 302 with a grade of C or better. Cost of supplies, about \$200; basic expenses for field trip, \$200.

Lecs, M W F 1:25; studios, M W F 2:30–4:25. Required field trip. R. T. Trancik.

A sequence of projects introducing students to advanced skills in spatial design, and historic precedent in an urban context.

LA 402 Advanced Project Studio

Spring. 6 credits. Prerequisite: completion of LA 401 or the study abroad option with a grade of C or better. Cost of supplies and reproductions, about \$200.

Lecs, M W F 1:25; studios, M W F 2:30–4:25. L. Mirin.

A variety of site design and construction projects introduced as an evaluation of each student's professional competency in landscape architecture.

LA 412 Professional Practice

Spring. 1 credit.

Lec. M 11:15. K. Wolf.

Presents the student with a comprehensive understanding of the role of the professional landscape architect and the problems and opportunities one may encounter in an office or other professional situations. Topics discussed include practice diversity, marketing professional services, office and project management, construction management, computers in the profession, and ethics.

LA 480 Principles of Spatial Design and Aesthetics (also City and Regional Planning 481)

Fall. 3 credits. Course enrollment is restricted to Landscape Architecture and Planning students, or permission of instructor.

Lecs, M W 10:10; disc, F 10:10. R. T. Trancik.

Basic principles involved in design theory, interpretation, and methodology as they are applied to shaping the outdoor environment. Students are introduced to spatial design vocabularies for a variety of environmental scales and spatial types.

LA 490 Special Topics in Landscape Architecture

Fall or spring. 1–3 credits; may be repeated for credit. S-U grades optional.

Staff.

Topical subjects in landscape architectural design, theory, history, or technology. Group study of topics not considered in other courses.

LA 491 Design and Plant Establishment (also HORT 491)

Fall. 3 credits. Prerequisites: FOH 230 or permission of instructor.

Lecs, T R 12:20; studio, R 1:25–4:25. N. Bassuk and P. Trowbridge.

This course will focus on the establishment of woody and herbaceous plants in urban and garden settings. By understanding the special constraints placed on plants, we will be able to critically assess and modify potential planting sites, select appropriate trees, shrubs, and ground covers for a given site, and learn about the principles and practices of plant establishment both in the ground and in contained environments. Design followed by specifications and graphic details will be produced to implement these practices. Techniques for tree preservation and land reclamation/revegetation will also be discussed.

LA 497 Independent Study in Landscape Architecture

Fall or spring. 1–5 credits; may be repeated for credit. S-U grades optional.

Staff.

Work on special topics by individuals or small groups.

LA 498 Undergraduate Teaching

Fall or spring. 1–3 credits. Prerequisites: previous enrollment in course to be taught and permission of instructor. S-U grade optional.

Hours to be arranged. Staff.

Designed to give qualified undergraduates experience through actual involvement in planning and teaching courses under the supervision of department faculty.

***LA 501 Design, Composition, and Theory**

Fall. 6 credits. Limited to graduate students. Cost of drafting supplies about \$200. Field trip \$200.

L. Mirin.

*Offered through the College of Architecture, Art, and Planning.

LA 502 Design, Composition, and Theory

Spring. 6 credits. Limited to graduate students. Cost of drafting supplies, about \$200; expenses for field trip, \$200.

Lecs, M W F 1:25; studios, M W F 2:30–4:25. T. Johnson.

The studio will focus on the spatial design of project-scale site development. Students will develop their expertise in applying the design theory, vocabulary, and graphic expression introduced in LA 501.

LA 505 Graphic Communication I

Fall. 3 credits. Prerequisites: concurrent enrollment in LA 501 or permission of instructor.

Lecs, T R 9:05; studios, T R 10:10–12:05. T. Johnson.

Basic skills in graphic presentation, including pencil-and-ink drawing and drafting techniques applicable to landscape architecture projects. Freehand drawing, orthographic projection, axonometric projection, and lettering are covered in the course.

LA 506 Graphic Communication II

Spring. 3 credits. Prerequisites: LA 505 and concurrent enrollment in LA 502 or permission of instructor.

Lecs, T R 9:05; studios, T R 10:10–12:05. P. Horrigan.

An advanced graphics studio focusing upon color techniques, perspective sketching, freehand drawing, and analytical diagrams.

***LA 520 Contemporary Issues in Landscape Architecture**

Fall. 2 credits.

L. Mirin.

*Offered through the College of Architecture, Art, and Planning.

***LA 521 History of American Landscape Architecture**

Fall. 3 credits.

L. Mirin.

*Offered through the College of Architecture, Art, and Planning.

***LA 522 History of European Landscape Architecture**

Spring. 3 credits.

L. Mirin.

*Offered through the College of Architecture, Art, and Planning.

LA 531 Regional Landscape Planning I
Fall. 4 credits. Prerequisite: permission of instructor.

Lecs, T R F 9:05 plus 1 hour disc to be arranged. A. S. Lieberman.

Landscape ecology as a basis for regional landscape planning. Regional landscape planning strategies and methods that have been developed and employed in North America, Europe, Australia, and the Middle East. This course is intended to provide a base for understanding the utilization of landscape ecological knowledge in the planning process. It is presented through a series of lectures, readings, class discussions, exercises, and review of case studies. The course is directed to graduate students in landscape architecture, architecture, city and regional planning, ecology, international studies, international agriculture and rural development, and natural resources.

LA 601 Project Planning and Application
Fall. 6 credits. Limited to graduate students. Cost of supplies, about \$200; expenses for field trip, \$200.

Lecs, M W F 1:25; studios, M W F 2:30-4:25. Required field trip.

P. J. Trowbridge.

Course participants are engaged in the analysis and design of numerous types of projects at the site scale. Projects include parks, housing projects, and commercial programs.

LA 602 Urban Design and Planning (also City and Regional Planning 555)

Spring. 6 credits. Limited to graduate students. Cost of supplies, about \$200; expenses for field trip, \$200.

Lecs, M T R 1:25; studios, M T R 2:30-4:25. R. T. Trancik and staff.

Application of urban-design and town-planning techniques to specific contemporary problems of city environments. Issues of urbanism are investigated and applied to physical design interventions and spatial typologies involving the street, square, block, garden, and park systems. Urban land-use development and public and private implementation of urban-design plans are examined. This is a specially arranged collaborative studio with the Department of City and Regional Planning.

LA 610 Site Engineering for Landscape Architects

Fall. 4 credits. Prerequisite: permission of instructor.

Lec, M W 9:05; studios M W 10:10-12:05. M. I. Adleman.

Lectures and studio projects focusing on the development of a working knowledge of site grading, earthwork, storm-water management, and road alignment.

LA 612 Site Construction

Spring. 4 credits. Prerequisite: permission of instructor.

Lecs, M W 9:05; studios, T R 9:05-11. P. J. Trowbridge.

Construction materials, specifications, cost estimates, and methods used by landscape architects in project implementation. The course includes lectures, studio problems, and development of construction documentation for a selected project.

LA 680 Graduate Seminar in Landscape Architecture

Fall or spring. 1-3 credits. May be repeated for credit. Limited to graduate students. S-U grades optional.

Staff.

Topical subjects in landscape architectural design, theory, history, or technology. Seminar topics and group study not considered in other courses.

LA 690 Independent Study in Landscape Ecology and Regional Landscape Planning

Fall. 1-3 credits. Limited to 7 students. Prerequisite: permission of instructor. S-U grades optional.

Hours to be arranged. A. S. Lieberman.

This course is designed to allow students who have taken LA 531 to engage in advanced readings and research in the human ecosystem science of landscape ecology. Also designed for other students who wish to gain familiarity with the conceptual and practical tools offered by landscape ecology. Open to graduate students in landscape architecture, city and regional planning, ecology, international studies, international agriculture and rural development, and natural resources. The course allows participants to engage in research or study leading to thesis preparation.

LA 701 Natural Systems and Planting Design Studio

Fall. 6 credits. Limited to graduate students. Cost of drafting supplies, about \$200; expenses for field trip, \$200.

Lecs, M T R 1:25; studios, M T R 2:30-4:25. Required field trip. M. I. Adleman.

An application of design and planning methods within large physiographic or political units. Course participants will be engaged in the use of soil maps, aerial photographs, remote-sensed images, census data, and techniques for manipulating large, complex data bases. The course focuses on plant communities.

LA 800 Master's Thesis in Landscape Architecture

Fall or spring. 9 credits.

Hours to be arranged. Staff.

Independent research, under faculty guidance leading to the development of a comprehensive and defensible design or study related to the field of landscape architecture. Work is expected to be completed in final semester of residency.

NATURAL RESOURCES

J. P. Lassoie, chair; R. A. Baer, B. L. Bedford, H. B. Brunsted, D. J. Decker, T. J. Fahey, T. A. Gavin, J. W. Gillett, J. Jacobson, J. W. Kelley, B. A. Knuth, M. E. Krasny, C. C. Krueger, R. A. Malecki, R. J. McNeil, A. N. Moen, R. T. Oglesby, M. E. Richmond, C. L. Schofield, R. Slothower, C. R. Smith, L. H. Weinstein, B. T. Wilkins, J. Yavitt, W. D. Youngs

NTRES 100 Principles of Conservation

Fall. 3 credits. Limited to students specializing in natural resources or with permission of instructor.

Lecs, M W F 9:05; 1-hr disc to be arranged. R. T. Oglesby.

The nature of natural resources, how they are managed, and their interactions with individuals and societies are considered. Case histories are used to illustrate both principles and practices. Emphasis will be on management of

renewable resources based on ecological and cultural perspectives.

NTRES 107 Introduction to Resource Management

Spring. 3 credits.

Lec, T 10:10; lab, T or R 2:30-5. B. Wilkins.

Management of wildlife, fishery, and forest resources is explored with the assistance of common computer applications. Laboratory sessions enhance writing and analysis of data in DOS and Macintosh Environments. Several hours are required each week outside of class to complete succinct and increasingly complex result and conclusion assignment.

NTRES 112 Introduction to Wildlife Conservation

Summer. 3 credits. Prerequisites: none, open to high school students.

Lecs M-F 1-2:15; lab - student project. G. Pomerantz.

An introduction to the conservation and management of wildlife, examining the ecological principles and human dimensions that govern how wildlife is managed. Topics include basic habitat requirements, human values of wildlife, managing for wildlife in forests, wetlands, and farmlands, endangered wildlife, and conservation education. Emphasis on integration of biological and social information in determining wildlife management policy.

NTRES 201 Environmental Conservation

Spring. 3 credits.

Lecs, M W F 10:10; 1-hr disc to be arranged. T. J. Fahey.

A survey course intended for students in any year and major as an aid to understanding the major environmental problems facing spaceship Earth. A topical approach with representative case histories is taken. Topics include global climate change; population growth and world hunger; energy resources and alternatives; mineral resources and recycling; land use in urban and rural landscapes; air, water, and soil pollution; and endangered species and wildlands.

NTRES 210 Introductory Field Biology

Fall. 4 credits. Limited to 45 students. Open to sophomores and juniors with an adviser in Natural Resources or by permission of instructor. Prerequisites: Biological Sciences 101 and 102 or equivalent. Cost of field trips, approximately \$10.

Lec, W 9:05; labs, M W 1:25-4:25.

2 overnight field trips required.

T. A. Gavin.

Introduction to methods of inventorying and identifying plants and animals. Approximately 150 species of vertebrates and 75 species of woody plants found in New York State are covered. Selected aspects of current ecological thinking, relevant to problems in assessment of the distribution and abundance of organisms, are stressed. The interaction of students with biological events in the field and accurate recording of these events are emphasized.

NTRES 215 Environmental Disruption and Regulation

Summer. 3 credits.

Lecs, T R 6:30–9:30 p.m. M. Heiman. The physical and social context of human-environmental interrelations in advanced industrial societies. Interest-group positions and the United States regulatory response on air and water pollution, toxic and solid waste management, and workplace pollution. The conflicts and compatibility of economic growth, social justice, and environmental quality under capitalist and socialist modes of production.

NTRES 218 Science and Politics at Toxic Waste Sites

Summer. 3 credits. Prerequisites: one semester course in science; permission of instructor; open to high school students with chemistry background.

Lecs, M-F 8:30–9:45 and 3:30–4:45.

S. M. Penningroth and J. W. Gillett.

This course emphasizes an integrative interdisciplinary approach to assessing and remediating contamination due to toxic waste. Topic areas include federal policy under Superfund; principles of toxicology; cleanup technologies; and politics of community contamination. Information is consolidated through specific case studies. Two field trips are planned to hazardous waste sites in New York State.

NTRES 230 Food, Population, and the Environment

Summer. 3 credits.

Lecs, M-F 10–11:15. G. M. Berardi and M. Heiman.

The social and environmental relationships between human populations and their resource base. Topics include: protection and use of environmental systems (rural, forest, water, soil); personal nutrition and the impact on global resources; limits to growth and family planning; political contexts of famines and natural hazards. Case studies from Africa, Asia, and Latin America.

NTRES 250 Introduction to Wildlife Biology

Spring, first third of term. 1 credit. Prerequisite: Natural Resources 210.

Lecs, M W F 8. Staff.

An introduction to biological topics relevant to informed management of wildlife; emphasis will be on the population as the unit of interest. An overview of the history of wildlife management in North America will illustrate the importance of the interaction between biological and nonbiological factors on wildlife. However, this course is about wildlife biology, not wildlife management, which is treated in Natural Resources 308 and 410.

NTRES 251 Introduction to Fishery Biology

Spring, weeks 6–10. 1 credit.

Lecs, M W F 8. Staff.

Subject areas that form the basis of fishery biology are introduced by staff member working in that particular area. The areas included are limnology, insect biology, biology of fishes, genetics, life history, population biology, environmental impacts, policy, and management.

NTRES 252 Introduction to Forest Science

Spring, last third of term. 1 credit. Prerequisite: Natural Resources 210 or permission of instructor.

Lecs, M W F 8. J. B. Yavitt.

Appreciation of forests as a natural resource. Introduction to the importance of ecology, tree biology, and environment as bases for forest management and silviculture. Emphasis is on the forests of the northeastern United States.

NTRES 270 Bird Biology and Conservation

Spring. 2 credits.

Lec, T R 11:15–12:05. C. Smith.

A course for majors and nonmajors, focusing on birds and aspects of their behavior and ecology relevant to their management and conservation at the organism, population, and community levels. Topics covered will emphasize attributes of birds that can be observed directly by the student. Current resource management issues relevant to birds will be explored in the contexts of agricultural practices, habitat management, tropical deforestation, the design and management of natural preserves, endangered species management, and the economic importance of bird study as an outdoor recreational activity.

NTRES 271 Bird Biology and Conservation Laboratory

Spring. 1 credit. Concurrent enrollment in Natural Resources 270 required.

At least six required Saturday-morning field trips plus four indoor labs. C. Smith.

A field-oriented course designed to teach skills of bird observation and identification based on the integration of field marks, songs and calls, and habitat cues. Topics covered will include the choice and effective use of field guides, binoculars, and other aids to bird identification; procedures for taking and organizing field notes; the relationships of birds to their habitats and to other birds; and methods and procedures for censusing and surveying songbird populations. Students are required to provide their own binoculars for field use.

NTRES 302 Forest Ecology

Fall. 4 credits. Cost of trip, no more than \$20.

Lecs, M W F 11:15; lab, M 12:20–4:25.

1 weekend trip S through M. T. J. Fahey.

Analysis of the distribution, structure, and dynamics of forest ecosystems. All laboratory sessions in the field. One weekend field trip to the Adirondacks or other forest region.

[NTRES 303 Woodlot Management

Fall. 3 credits. Letter grades only. Not offered 1991–92.

Lecs, T R 10:10; lab, R 12:20–4:25.

J. W. Kelley.

A practical, field-oriented course emphasizing multiple purpose management of small nonindustrial private forestland in the northeastern United States.]

NTRES 304 Wildlife Ecology

Spring. 3 credits. Prerequisites: general biology and at least one course in computer programming or proficiency.

Lec, M W F 11:15. Labs to be arranged.

A. Moen.

This course focuses on the physiological, behavioral, and population characteristics of wild species, interactions among species, and their relationships with range characteristics and resources. Computer modeling is an integral part of the course.

NTRES 305 Maple Syrup Production

Spring. 2 credits. Limited to 20 students.

Prerequisite: permission of instructor required. Letter grades only.

Lecs, T R 10:10; lab, R 12:30–4:30 (during sap season). J. W. Kelley.

Students work in most phases of the Amot Forest maple operation and learn modern sap-collecting techniques and quality control in making syrup.

NTRES 306 Coastal and Oceanic Law and Policy

Summer. 2 credits. A special 1-week course offered (July 8–15) at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$625.

Daily lecs and discs for 1 week. R. Booth and SML faculty.

Intended for persons interested in careers in management of marine or coastal resources or in the natural sciences. Subjects include law and policy related to ocean dumping, marine sanctuaries, environmental impact statements, water and air pollution, fisheries management, offshore gas and oil production, and territorial jurisdiction. Lectures on the status and history of law are accompanied by discussion of relevant policy and efficacy of various legal techniques. A case study that requires extensive use of the laboratory's library and personnel is assigned. The week concludes with a mock hearing.

NTRES 308 Natural Resources Management

Fall. 3 credits. Prerequisite: junior standing; introductory ecology or permission of instructor.

M W F 10:10. B. A. Knuth.

Management of natural resources with a focus on fish, wildlife, forest, and water resources. Emphasis is on concepts necessary to formulate and achieve specific management goals and objectives. Topics include an overview of natural resource planning processes and the management cycle; and organismal, environmental, social, and institutional dimensions of management. Focus is on management in the public domain directed toward multiple interests. Students will be assigned one case study issue for the term, on which all written and oral assignments will build. Grades are based on both individual and group performance.

NTRES 400 International Environmental Issues

Fall. 4 credits. Limited to 30 students.

Prerequisite: junior standing or above.

Lecs, T R 10:10–12:05. R. J. McNeil.

International aspects of the preservation and development of environmental and natural resources. Concepts include development, resource ownership, exploitation, compensation, and preservation. Cultural differences in attitudes and behavior toward environment. Management practices under different cultural, economic, and social systems. Will cover current issues such as acid precipitation; management of migratory whales, fish, and waterfowl; Antarctic development; global climate and energy issues; and preservation of tropical rainforests and endangered species. Lecture and discussion, term paper, and examinations. Priority to: seniors, a few graduate students, others providing best mix of backgrounds, others with special needs, natural resources majors.

NTRES 401 Environmental and Natural Resources Policies

Fall or spring. 3 or 4 credits. Prerequisites: junior standing and participation in Cornell-in-Washington Program.

Lab to be arranged. R. J. McNeil and staff.

Concepts and principles fundamental to the environmental policy process. Biological and ecological principles central to decision making in the natural resources arena, particularly at the national and international levels. Role of the legal system in the policy process; roles of citizen organizations, lobbyists, bureaucrats, legislators. Case studies, interviews with Washington officials, several short papers, one exam. A fourth credit available requires a more extensive written assignment and an oral presentation.

NTRES 402 Natural Resources Policy, Planning, and Politics

Spring. 3 credits. Prerequisites: junior standing and permission of instructor.

Lec, January 2-week intersession; one 2-hr. orientation session in Dec. and four 2-hr. seminars in Jan. and Feb.
R. J. McNeil and staff.

An introduction to the environmental policy process and its conceptual framework. Recognition of phenomena identified as natural resources or environmental problems and issues; steps leading to legislation or regulations to solve problems; implementation and evaluation stages; role of the legal system; roles of citizens, lobbyists, government actors. Case studies; presentations by and discussions with about twenty prominent Washington policy makers appearing as guest lecturers. Required interviews, term paper, oral reports. Several meetings in Ithaca before and after intensive January session in Washington.

NTRES 406 Conducting Marine and Natural Resource Extension Programs

Spring. 3 credits.

Lec and rec. One weekend field trip.
B. T. Wilkins.

Extension programs stimulate and help citizens use current research knowledge to reach decisions on the management of natural resources. The course provides an overview of the constructs used in this emerging natural resource field, and gives students experience in components important in conducting such efforts.

NTRES 407 Religion, Ethics, and the Environment

Spring. 3 credits. For juniors, seniors, and graduate students; others by permission only. S-U grades optional.

T R 9:05, 1-hr. disc to be arranged.
R. A. Baer.

A study of how religion (mainly Christianity and Judaism), philosophy, and ethics affect our understanding and treatment of nature. Terms like religion, value, knowledge, nature, and the public interest are examined in detail. Particular themes include the structure of modern science, the nature of moral claims, sin and salvation, human finitude and death. Also, animal rights; responsibility to future generations; anthropocentric, biocentric, and theocentric views of human beings and nature.

NTRES 409 Resource Management in Yellowstone

Summer. 3 credits. Prerequisite: permission of instructor.

Two weeks on-site at Yellowstone. To be arranged. B. Wilkins.

A two-week, on-site exploration of the management of wildlife and other resources in Montana and Wyoming portions of the Northern Yellowstone ecosystem. Selected vegetative types and associated vertebrates will be considered, as well as various management agencies important to the Northern Yellowstone ecosystem. Differences from Northeastern situations will be stressed. A paper on a management issue will be developed and presented in one of two evening meetings during the following fall.

NTRES 410 Wildlife Management Concepts and Applications

Spring. 3 credits. Prerequisites: introductory biology, Natural Resources 304 (Wildlife Ecology) desirable. Junior, senior, graduate level standing.

M W F 9:05. A. N. Moen.

In-depth analyses of the ecological basis for decision making in wildlife management, computer simulations of management problems and effects of options, and preparation of management information systems.

NTRES 414 Selected Topics in Wildlife Resource Policy

Spring. 2 credits. Intended for juniors, seniors, and graduate students. Prerequisite: Natural Resources 410 or equivalent or permission of instructor. Cost of field trips, no more than \$25.

Time to be arranged. Several field trips usually taken weekdays; one overnight field trip to Albany. H. B. Brumsted.

A seminar devoted to analysis of selected current policy issues in wildlife management. Particular attention is given to citizen roles in policy development.

NTRES 420 Geographic Information Systems

Spring. 3 credits. Prerequisite: familiarity with computer programming logic.

Lecs, T R 9:05; lab. to be arranged.
R. Slothower.

This course will provide a comprehensive overview of the use and management of GIS as well as provide hands-on experience with GIS for diverse applications. The course conveys the geographic and analytical skills necessary to define and resolve spatial information problems.

[NTRES 438 Fishery Management

Spring. 3 credits. Not offered 1991-92.

Lecs, T R 8 plus discs. C. C. Krueger. Introduction to management as an adaptive process that focuses on achievement of goals. Coverage includes sport and commercial fisheries. Topics include setting goals and objectives, regulations, habitat management, population control, stocking, and management of trout, reservoirs, the Great Lakes, and Pacific halibut. Ecological, social, political, and economic aspects of those topics are discussed.]

NTRES 440 Fishery Science

Fall. 3 credits. For juniors and seniors majoring in fishery science; others by permission of instructor. Prerequisites: a year of statistics and calculus. Offered alternate years.

M W F 12:20. W. D. Youngs.

Principles and theories involved in dynamics of fish populations. Methods of obtaining and evaluating statistics of growth, population size, mortality, yield, and production are considered.

[NTRES 442 Techniques in Fishery Science

Fall. 5 credits. Limited to 15 upperclass and graduate fishery students. Cost of field trips, no more than \$30. Not offered 1991-92.

T R 1:25-4:25; 1 or more weekend field trips. C. C. Krueger.

Emphasis is on methods of collecting data on attributes of fish populations and their habitat. Topics include passive and active fish-capture methods, tagging and marking, and physical and chemical habitat measurements. Assumptions and limitations inherent in data sets, research planning, and scientific report writing are also discussed. Several field trips provide hands-on experience in data collection on streams and lakes.]

NTRES 450 Conservation Biology

Fall. 3 credits. Prerequisite: written permission of instructor required.

Lec, T 10:10-12:05; disc, R 10:10 or 11:15.
T. A. Gavin.

Biological topics important to the maintenance of biological diversity will be emphasized. Examples include population viability analysis, and the analysis of the demography and genetics of small populations as they are affected by habitat fragmentation and isolation. Students will gain thorough familiarity with these concepts and their potential application through lectures, discussion, and interaction with computer models.

NTRES 493 Research in Policy and Human Studies in Natural Resource Management

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. S-U grades optional.

R. A. Baer, H. B. Brumsted, D. J. Decker, B. A. Knuth, R. J. McNeil, B. T. Wilkins.

NTRES 494 Research in Fishery Science

Fall or spring. Credit to be arranged. S-U grades optional.

Hours to be arranged. J. L. Forney, C. C. Krueger, R. T. Oglesby, C. L. Schofield, W. D. Youngs.

NTRES 495 Research in Wildlife Science

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. S-U grades optional.

H. B. Brumsted, T. A. Gavin, R. A. Malecki, A. N. Moen, M. E. Richmond.

NTRES 496 Research in Forestry

Fall or spring. Credit to be arranged. S-U grades; letter grade by permission of instructor.

Hours to be arranged. T. J. Fahey, J. P. Lassoie, L. H. Weinstein.

NTRES 498 Teaching in Natural Resources

Fall and spring. 1-4 credits. Prerequisite: permission of instructor.
Staff.

Course designed to give students an opportunity to obtain teaching experience by assisting in labs, field trips for designated sections, discussions, and grading. Students will gain insights into the organization, preparation, and execution of course plans through application and discussions with instructor.

NTRES 500 Professional Projects—M.P.S.

Fall and spring. Credit to be arranged. Limited to graduate students working on professional master's projects. S-U grades only.
Staff.

NTRES 601 Seminar on Selected Topics in Fishery Biology

Fall or spring. 1 credit. S-U grades optional.
Hours to be arranged. Staff.

[NTRES 603 Habitat Ecology

Spring. 1 or 2 credits. Limited to 12 seniors and graduate students majoring in natural resources or biological sciences. Prerequisite: permission of instructor. Cost of field trips, no more than \$20. Not offered 1991-92.

W 12:20-3. M. E. Richmond.

This course requires an understanding of broad ecological concepts relative to plant-wildlife interactions. The concepts of niche, habitat, and ecotone are addressed from the standpoint of island biogeographic principles, structural and spatial heterogeneity of the vegetation, community productivity, and temporal change. Major landforms and plant-animal communities of the northeastern United States will be discussed and visited during weekend field trips as scheduling permits. Paper required for 2-credit option.]

NTRES 604 Seminar on Selected Topics in Resource Policy and Management

Fall. 2 credits. S-U grades optional.
Hours to be arranged. Staff.

Primarily for graduate students with a major or minor in resource policy and planning and upper level undergraduates with a strong interest in policy analysis. Topics vary with staff involved.

NTRES 606 Marine Resources Policies

Spring. 2 credits. Prerequisite: at least one related course such as Natural Resources 308, 438; or permission of instructor. S-U grades optional.

W 1:30-3:30. B. T. Wilkins.

A seminar discussing the law and issues concerning current marine policy questions, such as coastal zone management, marine fish conservation, marine mammal protection, and wetland preservation.

NTRES 607 Ecotoxicology

Spring. 3 credits. Prerequisites: graduate or senior status and two 300-level courses in chemistry, biochemistry, or toxicology.

Lecs, M W F 11:15. J. W. Gillett.

Lectures, readings, and special guests focus on the principles of effects of toxic chemicals on natural ecosystems, their components, and processes. Major topics include fate and transport of chemicals (chemodynamics), comparative biochemical toxicology, ecosystem process analysis, simulation through mathematical and physical (microcosm) models, and relationships to regulation and environmental management.

NTRES 608 Resource Policy and Administration

Fall. 3 credits. Prerequisite: graduate standing; juniors and seniors with instructor's permission.

T R 2:30-3:45. B. A. Knuth.

An examination, through lectures, readings, and discussions, of policy, decision making, and administration relating to natural resource management in the public domain. Emphasis is on concepts relevant to policy formulation, implementation, and evaluation with specific applications from fisheries, wildlife, forest and water resource management. Topics include environmental policy makers, bureaucracies and organizational effectiveness, professionalism and ethics, resource policy philosophies, and problem-solving and decision aids including public involvement, conflict resolution, benefit/cost analysis, group decision processes, and program evaluation.

NTRES 610 Conservation Seminar

Fall and spring. No credit. All graduate students in natural resources are expected to participate.

Hours to be arranged. Staff.

NTRES 611 Seminar in Environmental Values

Fall. 3 credits. For graduate students, seniors, and juniors. S-U grades optional.

W 1:25-3:50. R. A. Baer.

Moral concerns relative to agriculture and/or the environment. In successive years, the seminar will focus on such topics as (1) natural resources management and the concept of the public interest, (2) doing environmental ethics in a democratic and pluralistic society, (3) land use ethics, and (4) responsibility to future generations.

NTRES 612 Wildlife Science Seminar

Fall and spring. 1 credit. Prerequisite: permission of instructor. S-U grades optional.

Hours to be arranged. Wildlife science faculty.

Discussion of individual research or current problems in wildlife science.

NTRES 615 Seminar in Agroforestry

Spring. 2 credits. Prerequisites: senior or graduate standing and permission of instructor.

Lec, M 7-9 p.m. J. P. Lassoie.

An interdisciplinary course intended to introduce students to the general principles and types of agroforestry systems. Agronomic, forestry, socioeconomic, and institutional factors are considered through the use of case studies. Conceptual and methodological approaches to agroforestry research design and program development are stressed. A presentation during the seminar and a short library research paper are required of all enrolled.

NTRES 616 Forest Science and Management Seminar

Fall/Spring. 1 credit. Permission of instructor.
Staff.

Selected readings and discussions of research and/or current problems in forest science and management.

NTRES 620 Applications of Geographic Information Systems

Fall. 3 credits. Limited to 15 students.

Prerequisite: Natural Resources 420 or equivalent. S-U grades optional. Possible field trip to commercial GIS facility.

Lec, W 9:05; lab, M 1:25-1:30.

R. Slothower.

Use of GIS techniques to resolve issues involving geographic information within diverse disciplines. Students design, complete, and present the spatial analysis of a problem within their field of study. Lectures, readings, and discussions address advanced topics in spatial analysis, modeling, and databases. Emphasis will include the integration of natural resource information into spatially oriented projects.

NTRES 698 Current Topics: Environmental Toxicology

Fall. 2 credits. Prerequisites: graduate or senior standing in scientific discipline.

Lec, 2:30-4:25, day to be announced.

J. W. Gillett.

A student-faculty colloquium on the theories and methodologies of ecological risk assessment of anthropogenic stresses, particularly toxic chemicals. Generic and site-/chemical-specific assessments will be covered with attention to topical problems (e.g., Superfund, oil spills).

NTRES 800 Master's Thesis Research

Fall and spring. Credit to be arranged. Limited to graduate students working on master's thesis research. S-U grades only.

Staff.

NTRES 900 Ph.D. Thesis Research

Fall and spring. Credit to be arranged. Limited to graduate students working on Ph.D. thesis research. S-U grades only.

Staff.

Related Courses in Other Departments

See department advisers and curriculum materials for information about other related courses.

Environmental Policy (Agriculture and Life Sciences 661, Biological Sciences 661, and Biology and Society 461)

Resource Economics (Agricultural Economics 100, 252, 332, 452, 631, 651, 652, 750)

The Vertebrates (Biological Sciences 274)

Limnology (Biological Sciences 462)

Mammalogy (Biological Sciences 471)

Ornithology (Biological Sciences 475)

Biology of Fishes (Biological Sciences 476)

Insect Biology (Entomology 212)

Public Administration (City and Regional Planning 643)

Policy Analysis (City and Regional Planning 720)

Soil Science (Soil, Crop, and Atmospheric Sciences 260, 361)

International Development (City and Regional Planning 777, Government 648)

Environmental Planning Law (Law 660, City and Regional Planning 653, 656)

Political Economy and Political Theory (City and Regional Planning 719, Government 428)

Philosophy 381—Philosophy of Science

PLANT BREEDING

W. R. Coffman, chair; R. E. Anderson, E. D. Earle, H. L. Everett, M. M. Kyle, C. C. Lowe, H. M. Munger, R. P. Murphy, M. A. Mutschler, W. D. Pardee, O. H. Pearson, R. L. Plaisted, M. E. Smith, M. E. Sorrells, J. C. Steffens, S. D. Tanksley, D. R. Viands, D. H. Wallace, R. W. Zobel

Biometry courses are listed under "Statistics and Biometry."

PL BR 201 Introduction to Plant Breeding

Spring. 2 credits. Prerequisite: one year of introductory biology.

Lecs, T R 11:15. W. R. Coffman.

The contributions of plant breeding to national and international development. An overview of genetics, breeding methods, systems, and operational procedures for producing commercial crop varieties are considered along with the major breeding objectives.

PL BR 225 Plant Genetics

Spring. 4 credits. Prerequisite: one year of introductory biology or permission of instructor. Limited to 50 students.

Lecs, M W F 9:05; lab, T or W 1:25; lab section assignments at first lecture. Labs start first week. M. A. Mutschler.

An overview of genetic principles as related to plant sciences. Mitosis and meiosis, gamete production, Mendelian inheritance, linkage and mapping, gene interaction, DNA as genetic material, genetic fine structure and gene regulation, gene recombination, extranuclear inheritance, environmental effect on phenotypic expression, gene mutation and chromosomal aberrations, variation in chromosome numbers or structure, tissue culture, and genetic engineering. Students conduct an independent inheritance project with *Brassica campestris*. The course may not be used to fulfill the genetics requirement for students in the Division of Biological Sciences.

PL BR 401 Plant Cell and Tissue Culture

Fall. 3 credits. Prerequisites: a course in plant physiology, cell biology, or genetics, or permission of instructor.

Lecs, T R 10:10. E. D. Earle.

Lectures and demonstrations dealing with the techniques of plant tissue, cell, protoplast, embryo, and anther culture and the applications of those techniques to biological and agricultural studies. Methods for plant improvement via manipulations of cultured cells will be discussed. Four or five written assignments and a term paper are required.

PL BR 402 Plant Tissue Culture Laboratory

Fall. 1 credit. Enrollment limited. Prerequisites: Plant Breeding 401 (may be taken concurrently) and written permission of instructor.

W 1:25-4:25 plus 1 hr. to be arranged, alternate weeks. E. D. Earle.

Laboratory exercises complementing Plant Breeding 401. Techniques for establishing, evaluating, and utilizing plant organ, embryo, callus, cell, protoplast, and anther cultures will be covered. Experiments will use a broad range of plant materials.

PL BR 496 Internship in Plant Breeding

Fall or spring. Credits variable, may be repeated to a maximum of 6. Minimum of 60 on-the-job hours per credit granted. Prerequisites: permission of adviser and enrollment during the pre-enrollment period of the semester before the internship. Student must be a plant breeding junior or senior with a minimum 3.0 average in plant breeding courses. Students must attach to their course enrollment materials a "CALS Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their study and assign their credits and grade. S-U grades only.

Staff.

On-the-job learning experience under the supervision of professionals in a cooperating organization. A learning contract is written between the faculty supervisor and student, stating the conditions of the work assignment, supervision, and reporting.

PL BR 497 Special Topics for Undergraduates

Fall or spring. Credits variable, may be repeated to a maximum of 6. Prerequisite: permission of instructor. Students must attach to their course enrollment materials a "CALS Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their study and assign their credits and grade. S-U optional.

Staff.

PL BR 498 Undergraduate Teaching

Fall or spring. Credits variable, may be repeated to a maximum of 6. Prerequisites: permission of instructor, and previous enrollment in course to be taught or equivalent. Students must attach to their course enrollment materials a "CALS Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their study and assign their credits and grade. S-U optional.

Staff.

Undergraduate teaching assistance in a plant breeding course. Teaching experience may include leading a discussion section, preparing and teaching laboratories, and tutoring.

PL BR 499 Undergraduate Research

Fall or spring. Credits variable, may be repeated to a maximum of 6. Prerequisite: permission of instructor. Students must attach to their course enrollment materials a "CALS Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their study and assign their credits and grade. S-U optional.

Staff.

Undergraduate research projects in plant breeding.

PL BR 603 Methods of Plant Breeding

Fall. 3 credits. Prerequisites: Biological Sciences 281 or Plant Breeding 225 or equivalent and an introductory course in crop production.

M W F 9:05. M. E. Smith.

Breeding methods, systems, and operational procedures for producing commercial crop varieties are considered in detail. Emphasis is on an integrated, interdisciplinary approach to major breeding objectives, including agronomic characteristics, quality characteristics, and biotic and abiotic tolerances. Inbreeding methods, population genetics, population improvement, and breeding methods for special situations will be covered.

PL BR 604 Methods of Plant Breeding Laboratory

Fall. 2 credits. Prerequisite: Plant Breeding 603 or equivalent (may be taken concurrently).

T R 1:25-4:15. M. E. Sorrells and R. E. Anderson.

Field trips to plant breeding programs involve discussion of breeding methods used, overall goals, selection and screening techniques, and variety and germ plasm release. Additional labs include use of computers in plant breeding research and selection techniques for disease resistance. For a term project each student designs a comprehensive breeding program on a chosen crop.

[PL BR 605 Physiological Genetics of Plant Adaptation and Yield

Spring. 1 credit. Prerequisite: genetics or plant breeding, or permission of instructor. Offered alternate years. Not offered 1991-92.

T R 10:10. D. H. Wallace.

The physiology and genetics of yield accumulation and of cultivar adaptation are explored. Biological relationships between adaptation and yield are studied. Early and modern literature on breeding for adaptation and yield in any environment are compared.]

PL BR 606 Advanced Plant Genetics

Spring. 3 credits. Prerequisites: Biological Sciences 281, Plant Breeding 225, or equivalent. S-U grades optional.

Lecs, T R 10:10-11:25. M. M. Kyle.

This course provides an advanced survey of genetics in higher plants. Topics include genetic analysis of developmental and metabolic processes, cytogenetics, chromosome and genome structure, mating behavior and barriers, and genetics of plant-pest interactions.

PL BR 608 Biochemical Approaches in Plant Breeding

Fall. 3 credits. Prerequisite: Biological Sciences 330, 331, or permission of instructor.

Lecs, M W 11:15; lab, W 7:30-10:30 p.m. J. C. Steffens.

A review of biochemical, spectroscopic, and immunological techniques used in the analysis, selection, and generation of crop plants. Examples from current literature and possible applications of new technologies will be discussed. Laboratory will emphasize biochemical techniques used in plant breeding programs. Students should expect to spend more hours in laboratory than suggested by the formal meeting times.

PL BR 622 Seminar

Fall or spring. 1 credit. S-U grades only.

T 12:20. Staff and graduate students.

PL BR 629 Special Topics in Plant Science Extension

Spring. 2 credits.

F 1:25-4:25. W. D. Pardee.

Designed for graduate students and advanced undergraduates to provide a broader knowledge of cooperative extension philosophy and methods. Developed for students interested in extension and research in public and commercial organizations. Topics relate to extension in other countries as well as in the United States.

PL BR 650 Special Problems in Research and Teaching

Fall or spring. 1 or more credits. Prerequisite: permission of instructor supervising the research or teaching.

Staff.

PL BR 653.2 Plant Biotechnology (also Biological Sciences 653.2 and Plant Pathology 663)

Fall. 1 credit. Prerequisite: Biological Sciences 653.1 or permission of instructor. S-U grades optional.

Lecs, M W F 10:10 (12 lecs) Sept. 4–Sept. 30. M. Zaitlin, E. D. Earle.

Applications of molecular biology and tissue culture to plant biotechnology are studied. Topics covered include gene introduction and tissue culture technologies, use of somaclonal variation, use of cultured plant materials and transgenic plants to obtain resistance to insects, plant diseases, and herbicides and to improve nutritional and food processing qualities. Regulatory and social issues relating to plant biotechnology are discussed.

PL BR 653.3 Plant Genome Organization

Fall. 1 credit. Prerequisite: Biological Sciences 653.1.

Lecs, M W F 10:10–11 (12 lecs), Oct. 7–Nov. 4. S. D. Tanksley.

Module 3 in Plant Molecular Biology series. Molecular structure and evolution of plant nuclear genomes are explored. Topics covered include mechanisms for packaging DNA into chromosomes, molecular structure of telomeres and centromeres, DNA replication and methylation, and molecular biology of plant transposons. Methods for genetic and physical mapping of plant genomes is discussed as well as applications of mapping tools for gene isolation and plant breeding.

[PL BR 716 Perspectives in Plant Breeding Strategies

Spring. 3 credits. S-U grades optional. Prerequisite: Plant Breeding 603. Offered alternate years. Not offered 1991–92.

T 1:25–2:15, R 12:20–2:15. M. E. Sorrells. Emphasis is on discussion and evaluation of selected benchmark papers and current literature. Selection techniques and breeding objectives, methods, and strategies for both self- and cross-pollinated crops are reviewed and discussed. Extensive outside reading is required.]

PL BR 717 Quantitative Genetics in Plant Breeding

Spring, even years. 3 credits. Prerequisites: Plant Breeding 603 and Statistics 601. S-U grades only. Offered alternate years.

T R 8:30–9:55. D. R. Viands, R. L. Plaisted.

Discussion of quantitative genetics to help make decisions for more efficient plant breeding. Specific topics include components of variance (estimated from mating designs), gene pool development, linkage, heritability, phenotypic and genotypic correlation coefficients, and theoretical gain from selection. During one period, plants in the greenhouse will be evaluated to provide data for computing quantitative genetic parameters.

[PL BR 718 Breeding for Pest Resistance

Spring. 3 credits. Prerequisites: BS 281 or PB 225, and PB 603 required. An introductory course in Plant Pathology and/or Entomology also highly recommended. Offered alternate years. Not offered 1991–92.

Lec, T R 10:10–11:30. M. A. Mutschler. A multidisciplinary examination of incorporating disease and insect resistance into crop plants. Topics covered include national and international germplasm collections, identification of sources of resistance, resistance mechanisms in plants, monogenic and polygenic control of resistance, approaches to

breeding for resistance, and the use of biochemical/physiological/molecular tools in breeding for pest resistance.]

PLANT PATHOLOGY

W. E. Fry, chair; J. R. Aist, P. A. Arneson, S. V. Beer, G. C. Bergstrom, B. B. Brodie, A. R. Collmer, S. M. Gray, R. K. Horst, G. W. Hudler, H. W. Israel, R. P. Korf, J. W. Lorbeer, R. Loria, M. T. McGrath, M. G. Milgroom, E. B. Nelson, P. F. Palukaitis, W. A. Sinclair, S. A. Slack, H. D. Thurston, O. C. Yoder, M. Zaitlin, T. A. Zitter

PL PA 201 Magical Mushrooms, Mischievous Molds

Spring. 2 credits. S-U optional.

Lecs, T R 11:15. G. W. Hudler.

A presentation of the fungi and their roles in nature and in shaping past and present civilizations. The historical and practical significance of fungi as decayers of organic matter, as pathogens of plants and animals, as food, and as sources of mind-altering chemicals will be emphasized.

PL PA 301 Introductory Plant Pathology

Fall. 4 credits. Prerequisites: Biological Sciences 101–102 and 103–104, or 105–106 or 109–110. Recommended: Biological Sciences 241 or equivalent.

Lecs, T R 11:15; lab, M T W or R 1:25–4:25 and one period weekly, scheduled at the convenience of the student. W. A. Sinclair.

An introduction to the theory and practice of plant pathology with emphasis in lectures on principles that govern interactions of plants and pathogens and in laboratories on diagnostic criteria, life cycles of pathogens, and epidemiological phenomena and control. Specific aspects considered in detail include fungi, bacteria, nematodes, viruses, and mycoplasmas as plant pathogens; attack and resistance mechanisms; environmental influences; disease forecasting and loss assessment; development of resistant plants; and chemical and biological control.

PL PA 309 Introductory Mycology

Fall. 3 credits. Prerequisite: a year of biology or equivalent. Concurrent registration in Plant Pathology 319 is recommended.

Lecs, T R 9:05–9:55; labs, R 1:25–4:25. R. P. Korf.

An introduction to fungi, emphasizing biology, comparative morphology, and taxonomy.

PL PA 319 Field Mycology

Fall. 1 or 2 credits. Prerequisite: CALS biology students, Plant Pathology 309 or equivalent; others by permission of instructor.

Lab, W 1:25–4:25 and 7:30–9:30 p.m. R. P. Korf.

Study of mushrooms and other fungi on 7 field excursions followed by 7 evening labs devoted to identification and study of collections under the microscope. Emphasis on ecology, biology, and means of identification. The pore fungi (Polyporaceae) will be emphasized. Students electing 2 credits attend 12 additional labs to prepare special project. There are no lectures; grades will be determined on basis of laboratory final and, for 2 credits, also on special project report.

PL PA 402 Plant Disease Control

Spring. 3 credits. Prerequisite: Plant Pathology 301 or equivalent.

Lecs, T R 11:15; lab and rec, T W 1:25–4:25. P. A. Arneson.

This course complements Plant Pathology 301 with an in-depth presentation of the principles and practices of plant disease control that builds on students' knowledge of diseases and their causal agents. General principles and concepts, illustrated by specific examples, are presented. Students write a term paper applying those principles to a specific disease-control problem. The laboratories provide practical experience in diagnosis and disease-control techniques.

PL PA 411 Plant Disease Diagnosis

Fall. 3 credits. For senior undergraduates specializing in plant pathology or pest management and for graduate students with a major or minor in plant pathology or plant protection. Limited to 20 students. Prerequisites: Plant Pathology 301 or equivalent and permission of instructor.

Lec, M 11:15; lab, M W 1:25–4:25. G. W. Hudler.

A method for diagnosis of plant disease is presented with emphasis on contemporary laboratory techniques and effective use of the literature.

[PL PA 443 Pathology and Entomology of Trees and Shrubs (also Entomology 443)]

Fall. 5 credits. Prerequisites: Plant Pathology 301 and Entomology 241 or equivalents. Not offered 1991–92.

Lecs, M W F 10:10; labs, T R 1:25–4:25 or W F 1:25–4:25. Evening prelims. W. T. Johnson, G. W. Hudler.

For students preparing for careers in horticulture, urban forestry, and pest management. Deals with the nature, diagnosis, assessment, and treatment of diseases and anthropod pests of trees and shrubs. Forest, shade, and ornamental plants are considered.]

PL PA 444 Integrated Pest Management (also Entomology 444)

Fall. 4 credits. Prerequisites: Biological Sciences 261, Entomology 212 or 241, and Plant Pathology 301 or their equivalents or permission of instructor.

Lecs, M W F 9:05; lab, M or W 1:25–4:25. P. A. Arneson.

Lectures integrate the principles of pest control, ecology, and economics in the management of pest crop systems. Laboratories consist of exercises to reinforce concepts presented in lecture and demonstrate pest monitoring techniques and the application of computer technology to management problems.

PL PA 497 Special Topics

Fall or spring. 1–5 credits. S-U grades optional.

Hours to be arranged. Staff.

An opportunity for independent study of a special topic in mycology or plant pathology under the direction of a faculty member.

PL PA 498 Teaching Experience

Fall or spring. 1–5 credits. S-U grades optional.

Hours to be arranged. Staff.

Undergraduate teaching assistance in a mycology or plant pathology course by mutual agreement with the instructor.

PL PA 499 Undergraduate Research

Fall or spring. 3–5 credits. S-U grades optional.

Hours to be arranged. Staff.

An opportunity for research experience under the direction of a faculty member.

PL PA 642-661 Special Topics Series

Unless otherwise indicated, the following description applies to courses 642–661. Fall or spring. 1 credit. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged.

Weekly discussions of current topics in special areas of plant pathology and mycology. Students are required to do extensive reading of current literature and to present oral and written reports.

PL PA 642 Plant Disease Epidemiology

Fall.

T 12:20. M. G. Milgroom.

PL PA 644 Ecology of Soil-Borne Pathogens

Fall and spring. Meets with Plant Pathology 646.

E. B. Nelson.

PL PA 645 Plant Virology

Fall.

F 12:20. S. M. Gray.

PL PA 646 Plant Nematology

Fall and spring. Meets with Plant Pathology 644.

B. B. Brodie.

PL PA 647 Bacterial Plant Diseases

Fall.

W 12:20. S. V. Beer.

[PL PA 648 Molecular Plant Pathology]

Fall and spring. Not offered fall 1991.

R 12:20. A. R. Collmer.]

PL PA 649 Mycology Conferences

Spring. 1 credit.

Lec, F 10:10; lab, F 1:25. R. P. Korf.

The lower fungi (phycomycetes).

PL PA 650 Diseases of Vegetable Crops

Fall.

W 4. J. W. Lorbeer, T. A. Zitter.

PL PA 651 Diseases of Fruit-Tree Crops

Fall. For graduate students and advanced undergraduates with a particular interest in fruit. Autotutorial slide and tape sets.

Hours to be arranged. P. A. Ameson.

Covers the economic importance, causal agents, symptoms, disease cycle, and control measures for the major diseases of tree fruit in the Northeast.

PL PA 652 Field Crop Pathology

Spring.

W 8. G. C. Bergstrom.

PL PA 653 Dendropathology

Spring.

To be arranged. G. W. Hudler,

W. A. Sinclair.

PL PA 654 Diseases of Florist Crops

Spring.

F 12:20. R. K. Horst.

PL PA 655 Plant Diseases in Tropical Agriculture

Spring.

T 12:20. H. D. Thurston.

PL PA 661 Diagnostic Lab Experience

Summer and fall. 2 credits. S-U grades only.

Hours to be arranged. T. A. Zitter.

For graduate students and advanced undergraduates with a special interest in diagnosing plant diseases. Students will work in the Diagnostic Laboratory (Plant Pathology Department) under supervision of the diagnostician. Students may choose to work on a wide array of plant material or to concentrate on a particular commodity. Priority will be given to graduate students in plant pathology and plant protection.

PL PA 662 Molecular Plant-Pathogen Interactions (also Biological Sciences 652.1)

Spring. 1 credit. Prerequisites: Biological Sciences 281, 330 or 331, and 653.1.

Lecs, M W F 10:10 (12 lecs) Jan. 22–Feb.

17. P. F. Palukaitis, O. C. Yoder.

An examination of the molecular properties that control the development of host-parasitic interactions in both microorganisms (viruses, bacteria, and fungi) and higher plants. Contemporary theories describing the genetic mechanisms of pathogenesis and resistance are discussed.

PL PA 663 Plant Biotechnology (also Biological Sciences 653.2 and Plant Breeding 653.2)

Fall. 1 credit. Prerequisites: Biological Sciences 281, 330 or 331, and 653.1.

Lecs, M W F 10:10 (12 lecs) Sept. 4–Sept.

30. M. Zaitlin, E. D. Earle.

Applications of molecular biology and tissue to plant biotechnology are studied. Topics covered include gene introduction and tissue culture technologies, use of somaclonal variation, use of cultured plant materials and transgenic plants to obtain resistance to insects, plant diseases, and herbicides and improve nutritional and food processing qualities. Regulatory and social issues related to plant biotechnology are discussed.

PL PA 681 Plant Pathology Seminar

Fall and spring. 1 credit. Required of all plant pathology majors. S-U grades only.

T 4:30–5:30. Staff.

PL PA 701 Concepts of Plant Pathology: Organismal Aspects

Spring. 3 credits. For graduate students with majors or minors in plant pathology; others by permission. Prerequisites: Plant Pathology 301 or equivalent and permission of instructor.

Lecs, T R 9; lab-disc, R 2–4:25.

A. R. Collmer.

Concepts in host-pathogen relationships with emphasis on roles of molecules and cells in determining the outcome of an interaction. Genetic, molecular biological, physiological, and cell biological approaches to experimental analysis of exemplary host-pathogen systems will be considered. Historical perspectives and recent research will be reviewed and analyzed. Students prepare and review mock grant proposals.

PL PA 702 Concepts of Plant Pathology: Population Aspects

Spring. 3 credits. For graduate students with a major or minor in plant pathology; others by permission. Prerequisite: Plant Pathology 301 and permission of instructor.

Lec, T R 8; lab, T 2–4:25.

M. G. Milgroom.

Theory and concepts in epidemiology and population biology of plant diseases. Topics include: population dynamics of pathogens in time and space, interactions of pathogen and

plant populations, disease in natural communities, and applications of theory and modeling to disease management. The laboratory period will be for discussions and exercises that illustrate concepts introduced in lectures.

[PL PA 705 Phytovirology]

Spring. 2 credits. For graduate students with a major or minor in plant pathology; others by permission. Prerequisite: Plant Pathology 301 or equivalent. Offered alternate years. Not offered 1991–92.

Lec, T R 10:10. M. Zaitlin.

This course considers plant viruses and the diseases they cause. Consideration is given to virus structure and composition, classification, replication, effects on hosts, modes of transmission, and the relationships of these aspects to principles of diagnosis and control.]

[PL PA 706 Phytonematology]

Fall. 2 credits. For graduate students with a major or minor in plant pathology; others by permission. Prerequisite: Plant Pathology 301 or equivalent or permission of instructor. Not offered 1991–92.

Lec, R 11:15; lab, R 1:25–4:25. Staff.

Deals with morphology, anatomy, biology, physiology, ecology, detection and identification of plant pathogenic nematodes, evaluation of population data, interactions between nematodes and other plant pathogens, and methods of assessment of pathogenicity and plant damage.]

[PL PA 707 Phyto bacteriology]

Fall. 2 credits. Prerequisites: general microbiology, lectures and laboratory; Introductory Plant Pathology. Offered alternate years. Not offered 1991–92.

Lec, W 9:05; lab, W 1:25–4:25. S. V. Beer.

A consideration of the prokaryotes that cause disease in plants and examples of the diseases they cause. The course emphasizes properties of bacterial pathogens that affect disease, methods for manipulation of the pathogens, and recent developments in phyto bacteriology. The current state of knowledge of important phytopathogenic genera including their genetics and mechanisms of pathogenesis will be reviewed. Laboratory practice in isolation, inoculation, identification, genetics, and physiology is included.]

PL PA 709 Phytomycology

Spring. 2 credits. For graduate students with a major or minor in mycology or plant pathology; others by permission. Prerequisites: Plant Pathology 301 and 309 or equivalents, and permission of instructor.

Lec, F 1:25–2:30; lab, 2:30–4:30.

J. W. Lorbeer.

Provides basic information on the biology of plant pathogenic fungi with selected emphasis on the structure, ecology, genetics, life cycles, and disease cycles of representative genera and species.

[PL PA 715 Phyto virology Laboratory]

Spring. 2 credits. Limited to 12 students. Prerequisite: permission of instructor. S-U grades only. Offered alternate years. Not offered 1991–92.

Two 3-hour lab sessions, hours to be arranged. P. Palukaitis.]

PL PA 735 Advanced Plant Virology

Spring. 3 credits. Prerequisite: permission of instructors. Offered alternate years.

3 lecs, hours to be arranged.

P. Palukaitis, M. Zaitlin.

Topics in plant virology, with an emphasis placed on student discussion of current literature. Topics included are viral infection process, viral and viroid replication, viral movement, viral genes and their products, cross protection, detection of viruses, and the use of viruses as vectors for introducing genetic material into plants.

PL PA 738 Filamentous Fungi: Genetics and Mechanisms of Pathogenesis

Fall. 2 credits. Prerequisite: Biological Sciences 281 or equivalent.

Hours to be arranged. O. C. Yoder and B. G. Turgeon.

Classical and molecular approaches to the study of fungal genetics are discussed. Recently developed molecular technology is highlighted, with emphasis on transformation systems, gene disruption and replacement, gene over-expression, stability of transforming DNA, native transposons and plasmids, karyotyping by chromosome separation, and secretion of heterologous proteins. Application of contemporary methodology to genetic dissection of developmental processes, such as plant pathogenesis (including host and tissue specificity), the mitotic and meiotic cell cycles, and conidium formation is described. Experimental evidence supporting various hypotheses to explain fungal pathogenicity is evaluated. Examples are chosen from investigations of recently developed plant pathogenic fungi such as *Cochliobolus heterostrophus* and *Magnaporthe grisea* and from well known genetic models such as *Aspergillus nidulans* and *Neurospora crassa*.

PL PA 739 Advanced Mycology

Spring. 4 credits. Prerequisites: Plant Pathology 309 or equivalent, a course in genetics, and permission of instructor.

Lec, M 10:10; labs, M W 1:25–4:25, and an additional 3-hr. period to be arranged. R. P. Korf.

A detailed study of the taxonomy, nomenclature, and biology of two major groups of fungi (rusts and fungi imperfecti).

PL PA 756 Advanced Plant Nematology

Spring. 3 credits. For graduate students with a major in plant pathology and special interest in nematology. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. Staff.

PL PA 788 Research in Molecular Plant Pathology

Fall and spring. 2, 4, or 6 credits. Prerequisite: permission of instructor. S-U grades only.

Lab, hours to be arranged. S. V. Beer and staff.

Guided research experiences in laboratories addressing questions concerning the interaction of pathogens (bacteria, fungi, viruses) and plants at the molecular level. Intended for beginning graduate students with a concentration in Molecular Plant Pathology and sufficient theoretical background and practical laboratory experience. Students submit plans and reports on each research experience.

PL PA 797 Special Topics

Fall or spring. 1–5 credits. S-U grades optional.

Hours to be arranged. Staff.

An opportunity for independent study of a special topic.

PL PA 799 Graduate Research

Fall or spring. 1–5 credits. S-U grades optional.

Hours to be arranged. Staff.

POMOLOGY (FRUIT SCIENCE)

See Horticultural Sciences p. 76.

RURAL SOCIOLOGY

D. L. Poston, chair; D. L. Brown, F. H. Buttel, E. W. Coward, Jr., P. R. Eberts, E. C. Erickson, S. Feldman, J. D. Francis, C. G. Geisler, N. T. Glasgow, D. T. Gurak, M. M. Kritz, T. A. Hirschl, T. A. Lyson, P. D. McMichael, J. M. Stycos, R. W. Venables, F. W. Young

R SOC 100 American Indian Studies: An Introduction

Fall. 3 credits. S-U grades optional.

Lec, W 7–10 p.m. R. W. Venables.

This course provides a foundation for the study of American Indians. Emphasis will be placed on social, cultural, historical, educational, and human development. Guest lecturers from Cornell's staff and the Indian community will serve to broaden the scope of the course.

R SOC 101 Introduction to Sociology

Fall or spring. 3 credits. (See Sociology 101 as an alternative.) May not be taken after RS 102.

Fall: Lec, T R 10:10; disc and lab, M 9:05, 10:10, 12:20; R 11:15, 12:20; F 10:10, 12:20. E. C. Erickson and staff.

Spring: Lec, T R 10:10; disc: M or F 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30.

D. T. Gurak and staff.

A survey of major concepts and theories in sociology and an examination of major social forces and institutions shaping modern societies. The major topics include culture and socialization, social stratification and social class, age and gender inequality, economy and society, politics and the state, urbanization and demographic change, social change and international development, the rural-urban transition, and war and peace.

[R SOC 102 Introduction to Rural Sociology

Spring. 3 credits. May not be taken after RS 101. S-U grades optional. Will not be offered 1991–92.

Lec, T R 10:10; disc, M or F 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. T. A. Lyson and D. L. Poston.

This course provides a general introduction to the field of rural sociology. It is organized as a skills course as well as a survey course. The focus will be on giving students fundamental skills with which to decode the social world, including an understanding of the basic philosophical and theoretical underpinnings of the discipline and an exposure to the various types of data and methods sociologists use to describe and explain behavior. Special attention is paid to the agricultural sector and problems of rural development in the United States.]

[R SOC 104 Proseminar: Issues and Problems in Rural Society

Fall. 1 credit. S-U grades only. Not offered 1991–92.

R 12:20–1:25. Staff.

Introduces students to subject matter of concern to both applied and academic rural sociologists. Focuses on such subjects as migrant workers, agribusiness, rural poverty, rural-to-urban migration, rural development, agricultural research and people, community development, and small farmers in the less-developed nations. These topics are explored through the use of films and group discussion.]

R SOC 175 Issues in Contemporary American Indian Societies

Spring. 3 credits. S-U grades optional.

W 7 p.m. R. W. Venables.

American Indian people are confronted with a myriad of special circumstances that impinge upon their everyday lives. The purpose of this course is to present background to these issues and give perspective from an American Indian point of view. Early history and the postcontact period will be reviewed with an emphasis given to developments since 1890. Topics such as land claims, treaties, education, mineral and water rights, social problems, militant organizations, and civil rights will be covered, with guest lecturers and media presentations giving added impact.

R SOC 200 Social Problems

Fall. 3 credits. S-U grades optional.

Lec, M W F 10:10. T. A. Hirschl.

This course investigates a variety of current social problems from a sociological perspective. The course begins with an overview of sociological theories that may account for social problems and identifies common as well as competing elements of these theories. Theoretical framework is then applied to analyses of a variety of social problems, and these may vary semester to semester. Examples of social problems are homelessness, teenage pregnancy, deindustrialization, and homicide, among others. Emphasis in the course will be given to how social problems are measured, and students will be given an opportunity to test theories with data analysis.

R SOC 201 Population Dynamics (also Sociology 205)

Spring. 3 credits. S-U grades optional. ALS students must register for this course as Rural Sociology 201.

T R 2:30–3:45. J. M. Stycos.

An introduction to population studies, which include the determinants and consequences of population change. The primary focus is on the influences of demographic dynamics on society and the economy, with emphasis on marriage, family formation, mortality, crime and deviance, migration, and marketing behavior.

R SOC 205 Rural Sociology and International Development

Spring. 3 credits.

M W F 10:10. P. D. McMichael.

This course is concerned with international development from the perspective of food systems and agrarian change. We consider food systems comparatively, in terms of differences among world regions and between peasant agricultures and modern "industrial" agricultures. We examine the nature of peasant society and consider how traditional rural systems have responded to their exposure to external forces—such as the expansion of export agriculture, development agencies, local bureaucracies, the current "debt crisis," and technologies such as the Green Revolution. The focus will be on the changing social organization of food systems, and the implications for food security.

R SOC 206 Gender and Society

Spring. 3 credits.

M W F 11:15. N. L. Glasgow.

Course will familiarize students with social and behavioral similarities/differences between females and males, and degree that biological, psychoanalytic, social psychological, and sociological perspectives help understand the differences. Objectives will be met through lectures, readings, films, participant observations, and personal experiences. Cross-cultural comparisons of gender role behavior will be made.

[R SOC 208 Technology and Society

Fall. 3 credits. Not offered 1991–92.

M W F 10:10. C. C. Geisler.

The relationship between technology and society is among the most pervasive concerns of our time. Ultimately, what makes a technology useful or "appropriate" is a sociological question. Lectures and readings review classical debates regarding technology and society. Herein, students compare high technologies and appropriate technologies, identify problems associated with technology transfer to other societies, and create a list of important criteria by which technologies are judged appropriate or inappropriate using numerous case studies.]

R SOC 213 Social Indicators, Data Management, and Analysis

Fall. 3 credits.

Lecs. T R 2:30–3:45. P. R. Eberts.

A survey of definitions of social indicators and general principles of social indicators research will be illustrated from data on both developed and less-developed countries. Data management and analysis of measures of poverty, level of living, inequality, quality of life, etc., based on census data, household surveys, and key-informant and other low-cost techniques, will be examined, using personal computers.

[R SOC 242 American Indian Philosophies I: Power and World Views

Fall. 3 credits. Enrollment limited to 20 students. Not offered 1991–92.

T R 10:10–11:25. Staff.

This course is designed to facilitate an understanding of the world views of American Indians of the past and present. The goal is to provoke edifying discourse that will enable American Indian beliefs concerning the workings of the universe and the relationship of human beings to nature to be understood on their own terms.]

[R SOC 243 American Indian Philosophies II: Native Voices

Spring. 3 credits. Enrollment limited to 20 students. Not offered 1991–92.

T R 10:10–11:25. Staff.

An exploration of the diverse expressions of philosophy to be found in the words of American Indians. Novels, political treatises, speeches, autobiographies, and other sources reflecting Indian attitudes on a variety of subjects will be examined for beauty and power of expression as well as to identify recurring themes.]

[R SOC 250 Farming as an Occupation

Spring. 1 credit. Not offered 1991–92.

R 12:20–1:25. E. C. Erickson.

The occupation of farming will be examined through such topics as how farm and family tasks are coordinated, the most important decisions in farming, how a woman gets established in farming, what determines what can be done in a farm operation, how farm people retire, what constitutes success in farming, and how farming differs from other occupations.]

R SOC 301 Theories of Society (also Sociology 401)

Fall. 4 credits. Prerequisites: Rural Sociology or Sociology course. S-U grades optional.

T R 3:35–5:20. F. W. Young.

A seminar for juniors, seniors, and beginning graduate students, especially in rural sociology and sociology. A survey of major theoretical approaches to the study of society and social institutions, with emphasis on (1) the central concepts of the sociological tradition, (2) major classical theorists (Marx, Durkheim, Weber) and contemporary counterparts, and (3) application of the classical ideas in contemporary research. Applications of theories of society to current research and social problems will be stressed.

R SOC 318 Ethnohistory of the Northern Iroquois

Fall. 3 or 4 credits. S-U grades optional.

Lec. T 1:25–4:30. R. W. Venables.

The development of Iroquois (Houdenosaunee) culture is traced from the Archaic period to the present day. Changes in cultural ecology, social organization, and world view are examined. Supplemental information is drawn from accounts of neighboring groups in southern Canada and western New England. Approximately one-third of the course is devoted to contemporary issues faced by the Iroquois people.

R SOC 324 Environment and Society

Fall. 3 credits.

M W F 1:25. F. H. Buttel.

Explores various sociological approaches to the study of society and its physical environment and analyzes major contemporary environmental issues from a sociological viewpoint. Among the major topics treated are world population growth, energy and environmental policy, the world food crisis, the limits to growth debate, the impacts of technological and social change in agriculture on environmental quality, global warming, sustainable development, genetic resources conservation, and topical deforestation.

[R SOC 367 American Indian Tribal Governments

Fall. 3 credits. Not offered 1991–92.

W 7:30–9:55 p. m. Staff.

This course focuses on the structure of contemporary tribal governments and the ways

in which those governments approach the issues confronting their constituents. The effects of European contact on traditional political organizations are detailed, as are the present-day relationships of tribal governments to federal and state governments.]

R SOC 370 Comparative Issues in Social Stratification

Spring. 3 credits. Prerequisite: an introductory social science course.

T R 8:40–9:55. S. Feldman.

This course reviews both classical and contemporary issues in the social stratification literature. Particular attention is given to two main themes: the changing configuration of the labor market and the contemporary debates on the "under class," the "middle class," and the "new class." Throughout the course attention is drawn to the importance of conceptual clarity, questions of measurement, and the changing salience of popular topics such as new social movements, the role of ideology and consciousness, and the role of gender, race, and ethnicity in assessments of inequality and hierarchy.

R SOC 380 Independent Honors Research in Social Science

Fall and spring. 1–6 credits. Limited to students who have met the requirements for the honors program. A maximum of 6 credits may be earned in the honors program.

Staff.

Students must submit written proposals by the third week of the semester of their senior year to the departmental honors committee representative, T. Hirschl.

R SOC 408 Human Fertility in Developing Nations

Fall. 3 credits. S-U grades optional.

W 7:30–10 p. m. J. M. Stycos.

A review of the major literature dealing with the social causation of variation in human fertility. Emphasis will be on international comparisons and on the methodology of field research.

[R SOC 418 Population Policy

Fall. 3 credits. Prerequisite: Rural Sociology 201 or permission of instructor. Not offered 1991–92.

T R 2:30–3:45. J. M. Stycos.

The ways in which societies try to affect demographic trends. Special focus is on government policies and programs to reduce fertility.]

[R SOC 425 Gender Relations and Social Change

Fall. 3 credits. Not offered 1991–92.

W 7:30 p. m. S. Feldman.

This course offers comparative analyses of women's contribution to subsistence, domestic/household, and agricultural production in the context of changing labor market dynamics. The course also examines various forms of wage labor and self-employment as these characterize Third World and advanced industrialized countries. Drawing on feminist and sociological theories and methodological critiques the course emphasizes the configuration of various economic and social sectors and their realignments within a global economy. Changes in women's productive activity are examined as they occur in response to technology transfer, the transformation of the labor process and the labor market, the international division of labor, and changing family relations.]

R SOC 430 Migration and Population Distribution

Fall. 3 credits.

T R 8-9:55. D. L. Brown.

This course analyzes the determinants and consequences of internal migration in urban and rural areas of developed nations with particular emphasis on the United States. Economic and demographic inter-relationships are emphasized as are implications of changes in local and regional population size and composition for labor supply, the demand for goods and services, and infrastructure. Public policy implications of the inter-relationships will be investigated. Techniques and measurement issues associated with the analysis of migration and urbanization are discussed.

[R SOC 431 Social Demography of Minorities]

Spring. 3 credits. S-U option. Not offered 1991-92.

T R 12:20-1:35. D. T. Gurak.

Ethnic conflict and accommodation is examined in diverse settings (societies and historical periods). Demographic indicators (such as residential segregation, marital patterns, mortality and fertility differentials, and occupational mobility) of underlying social conditions serve as the principal vehicle for evaluating the status of ethnic relations.]

[R SOC 436 Small Towns in Metropolitan Society: Changing Structures and Quality of Life]

Spring. 2 or 3 credits. S-U grades optional. Prerequisite: a social science course. Not offered 1991-92.

T 3:35-5:20. P. R. Eberts.

Examination of recent social dynamics in small towns, including experiences of resurgence in attractiveness and a simultaneous transformation in small town character and quality of life. Analysis of data on personal computers is combined with theoretical explanations in exploring trends. Key analyses focus on causes and effects of new industrial and communication technologies, population migration, business locations, housing, family stresses, human service networks, educational attainment, local politics, and personal well-being, happiness, and satisfaction.]

R SOC 437 Aging: Issues and Social Policy in the 1990s

Fall. 3 credits. Prerequisite: RS 101 or its equivalent.

T R 10:50-12:05. N. L. Glasgow.

An analysis of the "graying" of America and the responses of the public and private sectors to the demographic revolution. Examines the interplay between basic and applied knowledge in social gerontology. Explores the formal and informal networks of services, in both rural and urban environments, that help maintain independent living arrangements by the elderly.

R SOC 438 Social Demography

Fall. 3 credits.

T R 10:50-12:05. M. M. Kritz.

This course surveys the methods, theories, and problems of population studies. Attention is directed to the social, economic, and cultural determinants and consequences of population growth, distribution, and change. The core areas of demography, fertility, mortality, and migration are studied. Comparisons are made between developed and developing areas and between Africa, Asia, and Latin America.

[R SOC 439 Social and Demographic Changes in Asia]

Spring. 3 credits. Prerequisite: Rural Sociology 201. Not offered 1991-92.

W 7:30 p.m. D. L. Poston.

The course will be devoted to demographic and social change in Asia, with special attention to China (PRC & ROC), Korea, and Thailand. The course will survey population trends, including fertility, mortality, marriage, migration, and urbanization in Asia, with special attention directed to the above four countries. Demographic and sociological theories and methods will be introduced to understand contemporary studies of demographic change in these four countries in particular and in Asia in general. A basic course in statistics is recommended.]

[R SOC 440 The Social Impact of Resource Development]

Spring. 3 credits. S-U grades optional. Not offered 1991-92.

T R 2:30-3:45. C. G. Geisler.

The seminar defines social-impact assessment (SIA), places it in the context of contemporary theories of development, and identifies alternative SIA models. Focus is on the SIA experiences of various groups and constituencies, including indigenous people at home and abroad. Students will learn certain practical research skills needed in doing SIA and will participate in an SIA simulation exercise.]

R SOC 442 American Indian Philosophies: Selected Topics

Spring. 3 credits. S-U grades optional. Prerequisite: Rural Sociology or Anthropology 242 or 243, or Rural Sociology 175, or ALS 100, or permission of instructor.

Lec. T 1:25-4:25. R. W. Venables.

The course provides an opportunity for students to explore in depth a wide range of American Indian Philosophies I and II or other introductory American Indian studies courses in greater depth.

[R SOC 475 Global Patterns of International Migration]

Spring. 3 credits. Prerequisite: RS 101. Not offered 1991-92.

M W F 9:05-9:55. M. M. Kritz.

A comparative approach will be taken in looking at international migration patterns in different countries and regions, assessing how migration flows are changing in an increasingly interdependent world. Various types of international migration (e.g. permanent, refugee, labor, illegal, brain drain, etc.) will be looked at from the perspective of both the receiving and sending countries and their policy, economic, and social correlates reviewed.]

[R SOC 490 Society and Survival]

Fall. 3 credits. Prerequisite: introductory sociology course or permission of instructor. Not offered 1991-92.

T R 2:30-3:45. D. T. Gurak.

Course surveys existing theories, methodological techniques, and research results relating to how social, economic, and cultural structures and processes affect survival chances in diverse societies. A comparative framework is presented and the utility of existing knowledge for policy-related applications in different societies is assessed. Attention is given to the problems associated with imputing causality in morbidity and mortality data.]

[R SOC 492 Contemporary Issues Seminars: Developments in the Pacific Rim]

Fall. 1-2 credits. Not offered 1991-92.

T 2:30-3:30. P. D. McMichael.

Pacific Rim dynamics challenge U.S. supremacy, Western conceptions of modernization, and "Third World" unity. We relate these trends to regional political, economic, and cultural forces, including the Japanese model, the "Newly Industrializing Countries" (e.g., South Korea, Taiwan), the "third tier" countries (e.g., Indonesia, the Philippines), and emerging Chinese markets.]

R SOC 495 Population, Environment, and Development in Sub-Saharan Africa

Fall. 3 credits.

W 7:30-10 p.m. M. M. Kritz.

The 47 countries of sub-Saharan Africa are experiencing rapid social change but serious economic, environmental, and social problems. This course will examine these trends by looking at their interrelations to demographic change. Both the traditional structures and the modernizing forces shaping sub-Saharan African development will be examined, and variations stemming from ethnic and colonial influences assessed. Family, and gender systems, education, urbanization, and demographic processes will be reviewed, as well as the role of state policy in affecting population, ecological and development change.

R SOC 497 Informal Study

Fall or spring. 3 credits (may be repeated for credit). Undergraduates must attach to their course enrollment materials written permission from the faculty member who will supervise the work and assign the grade. S-U grades optional.

Staff.

Informal study may include a reading course, research experience, or public service experience.

[R SOC 603 Classical Sociological Theory]

Fall. 4 credits. S-U grades optional. Prerequisites: open to graduate students and undergraduates with permission of instructor. Not offered 1991-92.

T R 3:35-5:30. F. H. Buttel.

An overview of the main streams of classical sociological thought, focusing on the work of Marx, Durkheim, and Weber. Emphasis is placed on the concepts, method, and ontological posture of the three major classical sociological theorists, on rival interpretations of their theoretical systems within the contemporary sociological community, and on the implications of classical thought for contemporary development theories.]

[R SOC 604 Theories of Social Change] Spring. 3 credits. S-U grades optional. Not offered 1991-92.

Lecs, T R 3:35-4:50. P. D. McMichael, F. H. Buttel, and S. Feldman.

This course surveys major twentieth century social theories, focusing on lineages from classical theory and on theories relevant to understanding the processes of social change. Major topics covered will include mid-century functionalism, conflict theories, neo-Marxism, neo-Weberianism, substantivist economic sociology, and world-systems theory. Other topics, such as the "new sociology of culture," critical theory, structuration theory, neofunctionalism, the new methodological individualism, and the macro-micro link, will be covered briefly.]

[R SOC 606 Contemporary Sociological Theories of Development]

Fall. 3 credits.

M W F 11:15. F. W. Young.

A survey of theory, empirical studies, and policy prescriptions as applied to communities and regions, especially those in less-developed countries. Social ecology, the Weberian tradition, dependency/political economy, and structural theory are compared.

[R SOC 610 Population and Development: Developed Nations]

Fall. 3 credits. Open to graduate students, and undergraduates with permission of instructor. Not offered 1991-92.

W 1:25-4:25. D. L. Brown.

Investigates interrelationships between demographic, social, and economic changes in developed nations past, present, and future. Particular focus is on relationships between demographic processes (fertility, mortality, internal migration, and immigration) and such issues as national and regional economic growth; labor force and labor market structure and change; income distribution and poverty; design, administration, and finance of social welfare policy; national resource use and availability.]

[R SOC 618 Research Design]

Fall. 4 credits. Prerequisite: a statistics course. Not offered 1991-92.

T R 12:20-2:20. J. D. Francis.

First of a two-semester sequence (may be taken individually) in introductory graduate methods. Discusses problems of measurement, the design of instruments, and problems of reliability and validity. Common forms of measuring instruments are discussed. Concludes with an introduction to factor analysis. Students apply principles to development of several common types of scales. Computers will be used extensively.]

[R SOC 619 Research Design II]

Spring. 4 credits. Prerequisite: an introductory methods course and a statistics course. Not offered 1991-92.

T R 1:25-3:30. J. D. Francis.

The second part of the two-semester sequence in introductory graduate methods deals with principles of design, especially nonexperimental designs, with emphasis on an intermediate-level treatment of the following topics: regression, analysis of variance, analysis of covariance, and causal models. Special emphasis is given to use of categorical variables in regression. Students develop and examine several analytical models using actual data to familiarize themselves with data handling and processing. Extensive use of computers.]

[R SOC 625 State, Economy, and Society] Fall. 3 credits. Recommended: one graduate-level course in classical sociological theory.

Lec, W 1:25-3:55. P. D. McMichael.

Reviews major issues concerning the relations between political and economic institutions and the role of political and economic relations in the process of social change. Theoretical perspectives are drawn from classical and modern social theory, including the application of comparative and historical methodologies. Substantive themes concern debates about the trajectories and crises of capitalism and socialism and the modern world economy.

[R SOC 640 Community and Changing Property Institutions]

Fall. 3 credits.

T R 2:30-3:45. C. C. Geisler.

The seminar acquaints students with the evolution of property rights, beginning in antiquity, and with the close association between changing property forms and community types as recognized by both classical and contemporary sociologists. Readings will cover land-use regulation and property rights, common property issues and the land ethic.

[R SOC 641 Politics and Economics of Rural and Regional Development]

Fall. 3 credits. Limited to upperclass or graduate students. S-U grades optional.

M 12:20-2:50. T. A. Lyson.

A survey of social, political, and economic factors in regional development. Theories of regional development and underdevelopment are explored. The neoclassical paradigm is offered as a benchmark against which other more "structural" alternatives can be compared. The politics of rural and regional development are explored through two sets of readings dealing with industrial policy.

[R SOC 642 Regional Systems and Policy Analysis]

Spring. 3 credits. Prerequisites: a social or economic theory course and statistics, or permission of instructor. S-U grades optional. Not offered 1991-92.

Lec, F 2:20-4:30; disc to be arranged.

P. R. Eberts.

A systems analysis of theoretical and research problems arising from localities' changing social organization. Major theories are examined with attention to their compatibility with modern policy analytic techniques. Topics covered center on the interplay of economic, social-class, and political activities in localities.]

[R SOC 643 Land Reform Old and New]

Spring. 3 credits.

R 2:30-5. C. C. Geisler.

Land reform continues to be a major cornerstone of development planning. Between 1980 and 2000 the number of landless and near-landless in the Third World will approach one billion. Though land reform is a principal source of hope for the landless, its meanings are many and its models are controversial. The seminar acquaints students with land reform in antiquity as well as in contemporary settings (e.g., Japan, the Philippines, Israel, India, Brazil, Mexico, the Soviet Union, and the United States). Perennial issues of equity, efficiency, and sustainability will be discussed in each of these case study areas.

[R SOC 645 Rural Economy and Society] Fall. 3 credits. Not offered 1991-92.

Lecs, T R 10:10-11:40. S. Feldman or F. H. Buttel.

The structure and dynamics of rural economy and society are treated in a comparative framework, focusing on continuities and divergences in rural, social, and economic change in advanced and peripheral societies. Major topics will include classical theories of rural economy and society, the application of these classical theories in the peasant studies and agrarian political economy literatures, technology and rural social change, the agrarian and nonagrarian informal sectors, pluriactivity, rural social structure in a spatial framework, rural economic restructuring, and relationships between agrarian and industrial productive relations.]

[R SOC 655 Advanced Techniques of Demographic Analysis]

Spring. 3 credits. Prerequisites: RS 481 or CEH 438, graduate standing or permission of instructor.

W 1:25-3:55. D. T. Gurak.

An examination of analytical techniques that assumes a basic knowledge of demographic data and research methodology. Life tables, demographic estimates with incomplete data, survey techniques to supplement inadequate vital registration systems, and multivariate procedures are among the topics to be covered.

[R SOC 660 Social Analysis of Ecological Change]

Fall. 3 credits. Prerequisite: graduate standing. Not offered 1991-92.

M 7:30 p.m. P. Taylor.

Scientific studies of ecological and social processes together with the analysis of those studies by historians, sociologists, and anthropologists. Topics include cybernetics, systems ecology, the tragedy of the Commons, *Limits to Growth*, ecological degradation, political ecology, global models, conservation biology, and sustainable development.]

[R SOC 690 Human Ecological Theory]

Spring. 3 credits. Prerequisite: graduate standing or permission of instructor.

M 7:30-10 p.m. D. L. Poston.

This course presents and reviews the theoretical perspective and tradition of human ecology in sociology, beginning with Durkheim, through the Chicago school (McKenzie, Park and Burgess), to the neo-orthodox positions of Hawley, Duncan, Schnore, Gibbs, Martin, and others. Applications and differences between the ecological paradigm and Marxian theory are presented. Sociological and demographic research incorporating ecological theory is analyzed and reviewed. Applications of ecological approaches in other disciplines (principally anthropology and geography) is discussed. Application of the ecological orientation to social and economic development is presented.

[R SOC 715 Comparative Research Methods]

Fall. 3 credits. Not offered 1991-92.
M 12:20-2:50. T. A. Lyson.

This seminar focuses on the comparative method in the social sciences. The logic of comparative inquiry forms the substantive base of the course. Topics include cross-national and cross-regional research design and an analysis of the comparative case study approach. Illustrations of the comparative research approach will cover a range of data types and problems.]

R SOC 718 Multidimensional Measurement and Classification

Fall. 4 credits. Prerequisite: previous course work in scaling and statistics.
T R 12:20-2:20. J. D. Francis.

An advanced course in measurement and scaling, building from work by Thurstone, Guttman, and Coombs to multidimensional measurements. Topics include philosophy of factor analysis, factor analytic models, factoring design, and comparison with factor analytic models. Cluster analysis, multidimensional scaling, and discriminate analyses are the other major topics discussed. As matrix algebra is an integral part of these procedures, class time is devoted to that topic. Computers are used to analyze fit to models.

R SOC 719 Regression and Path Analysis

Spring. 4 credits. Prerequisites: two courses in statistics and one in methods.
T R 12:20-2:20. J. D. Francis.

The first part of the course reviews multiple regression theory and procedures, after which extensions of those models to categorical data are discussed. Consideration is given to violations of assumptions and their effects. Then more-advanced regression concepts and estimation techniques are discussed. The middle third of the course deals with logit, probit, and log linear models. The last part deals with recursive and nonrecursive path models. Time-series analysis is the last topic discussed. Computerized laboratories are an integral part of the course.

R SOC 721 Sociology of Environment and Development

Spring. 3 credits.
M 12:20-2:50. F. H. Buttel.

This course focuses on recent theories relating to societal-environmental relations in the context of social change and development and on the application of these theories. Topics covered will include conceptualization of nature and resources, neo-Malthusianism, theories of extractive economies, co-evolutionary development, environmental mobilization, and political-economic approaches to environmental destruction. Application will focus critically on the notion of "sustainable development."

[R SOC 723 Social Movements in Agrarian Society]

Spring. 3 credits. Not offered 1991-92.
W 1:25-4. F. W. Young.

The seminar moves from a critical review of current explanatory formats (resource-mobilization, political economy, structuralist) to a research practicum focused on ethno-regional movements, illustrating the possibilities of comparative research based on descriptive accounts. Those movements are associated with agricultural and industrial change, as well as shifts in the regional ethnic/class system.]

R SOC 725 The Political Economy of Policy and Planning in Third World States

Spring. 3 credits.
W 1:25-3:55. S. Feldman.

This course examines the structure and formation of national development priorities in Third World countries in the context of the internationalization and politicization of policy and planning agendas. The course draws on themes in development theory and theories of the state and social organization and is comparative in focus. Major topics considered are the role of international financial institutions and multinational corporations in shaping national policy, national fiscal and administrative crises, forms of colonial and authoritarian regimes, and the state-class relation in shaping policy and planning outcomes.

[R SOC 730 Issues in the Sociology of Development]

Spring. 3 credits. S-U grades optional. Offered alternate years. Not offered 1991-92.
W 1:25-3:55. P. D. McMichael.

This seminar examines contemporary issues in the sociology of development. The goal is twofold: (1) to analyze current processes of global restructuring at macro- and micro-levels, and their impact on Third World development possibilities; and (2) to re-evaluate development theories in the light of current transformations, including the fragmentation of the "Third World," environmental effects, decline of the nation-state, and so forth. Re-evaluation includes exploring various analytical strategies that offer alternatives to the modernist group of development theories.]

[R SOC 741 Community Development and Local Control]

Spring. 3 credits. Not offered 1991-92.
W 1:25-3:55. C. C. Geisler.

Theories of community growth and decline and the current debate over the place of local control in community development in general are considered. Salient themes include the role of neopopulism in community development, changing institutions of property as community development occurs, and changing definitions of community.]

[R SOC 751 Applications of Sociology to Development Programs]

Spring. 3 credits. Not offered 1991-92.
W F 10:10. E. C. Erickson.

Strategies of change and the measurement of change at national, regional, community, and institutional levels are reviewed. Illustrative topics to be covered are indices of development such as GNP, social welfare, urban hierarchies and evaluation of programs, uses of baseline studies, etc.]

R SOC 754 Sociotechnical Aspects of Irrigation (also Agricultural Economics 754, Agricultural and Biological Engineering 754, and Government 644)

Spring. 2-3 credits. S-U grades optional. Hours to be arranged. R. Barker, M. Walter, N. Uphoff.

Examines irrigated agriculture and its relation to agricultural development. Emphasis on social processes within irrigation systems and interactions with the social setting, including political and administrative aspects. Provides an opportunity to examine systematically the institutional and organizational policy issues associated with the design and operation of systems of irrigated agriculture in developing countries.

R SOC 771 Special Seminar

Fall or spring. Credit to be arranged. Limited to graduate students; others by permission of instructor.

R SOC 791 Teaching Experience

Fall or spring. 1-3 credits. Limited to graduate students. S-U grades only. Staff.

Participation in the ongoing teaching program of the department.

R SOC 792 Public Service Experience

Fall or spring. Credit to be arranged. Limited to graduate students. S-U grades optional. Staff.

Participation in the ongoing public service activities of the department.

R SOC 871-874 Informal Study

Fall or spring. Credit to be arranged. Limited to master's and doctoral degree candidates with permission of the graduate field member concerned. S-U grades optional.

R SOC 871 Rural Sociology

R SOC 872 Development Sociology

R SOC 873 Organization Behavior and Social Action

R SOC 874 Methods of Sociological Research

R SOC 881 Research

Fall or spring. Credit to be arranged. Limited to master's and doctoral degree candidates with permission of the graduate field member concerned. S-U grades optional.

SOIL, CROP, AND ATMOSPHERIC SCIENCES

R. J. Wagenet, chair; M. Alexander, P. C. Baveye, D. R. Bouldin, R. B. Bryant, J. H. Cherney, S. J. Colucci, W. J. Cox, S. D. DeGloria, J. D. DiTomaso, J. M. Duxbury, G. W. Fick, D. L. Grunes, R. R. Hahn, J. L. Hutson, S. D. Klausner, W. W. Knapp, L. V. Kochian, T. A. LaRue, A. C. Leopold, D. L. Linscott, R. F. Lucey, M. B. McBride, J. Mt. Pleasant, R. L. Obendorf, W. D. Pardee, J. H. Peverly, W. R. Philipson, W. S. Reid, S. J. Riha, T. W. Scott, T. L. Setter, P. L. Steponkus, H. M. van Es, A. Van Wambeke, W. J. Waltman, R. M. Welch, D. S. Wilks, M. W. Wysocki, R. W. Zobel

Courses by Subject

Atmospheric Science: 131, 232, 250, 334, 351, 353, 354, 435, 437, 441-442, 447, 452, 692, 791, 859, 959

Crop Science: 311, 312, 314, 315, 317, 608, 610, 611, 612, 613, 614, 642, 690, 691, 829, 929

Remote Sensing: 461, 660, 662

Soil Science: 260, 321, 362, 363, 364, 372, 373, 398, 385, 465, 471, 473, 483, 663, 666, 667, 669, 675, 681, 693, 771, 774, 889, 989

General Courses

SCAS 190 Food and Fiber Production: Possibilities and Perils

Spring. 2 credits. Limited to 40 students. S-U grades optional.

Lec, T 9:05–9:55; labs, R 9:05–11 or R 1:25–3:20. T. W. Scott, G. W. Fick, D. S. Wilks.

Crops, climate, and soil are elements of the system that supports civilization. By developing agriculture, people increased their control over crop production. A continual upward trend in population creates the need to explore the limitations of our resources and technology. This course acquaints the student with some important features of crops, climate, soil, and their interactions. The detrimental effects of present agricultural practices on the environment and some proposed solutions will be considered. Laboratory exercises will provide hands-on experience with soil and plant materials, meteorological instruments, and soil resource information systems.

SCAS 497 Special Topics in Soil, Crop, and Atmospheric Sciences

Fall or spring. 1–6 credits. S-U grades optional. Undergraduates must attach to their course enrollment material written permission from the staff member who will supervise the work and assign the grade.

Hours to be arranged. Staff.

The topics in soil science or crop science or atmospheric sciences are arranged at the beginning of the term for individual study or for group discussions.

SCAS 498 Teaching Experience in Soil Science, Crop Science, and Atmospheric Sciences

Fall or spring. 1–5 credits. S-U grades optional.

Teaching experience in soil science, crop science, or atmospheric sciences is obtained by assisting in the instruction of a departmental course.

SCAS 499 Undergraduate Research

Fall or spring. Credit to be arranged. Written permission from the staff member who will supervise the work and assign the grade must be attached to course enrollment material.

Hours to be arranged. Staff.

Independent research on current problems selected from any phase of crop science, atmospheric science, or soil science.

Atmospheric Science

SCAS 131 Basic Principles of Meteorology

Fall. 3 credits. Limited to 75 students.

Lecs, T R 11:15; lab, T W or R 1:25–4:25. M. W. Wysocki.

A simplified treatment of the structure of the atmosphere: heat balance of the earth; general and secondary circulations; air masses, fronts, and cyclones; and hurricanes, thunderstorms, tornadoes, and atmospheric condensation. In the laboratory, emphasis is on techniques of analysis of weather systems.

SCAS 232 Climatology

Spring. 3 credits. Prerequisite: SCAS 131. Offered alternate years.

Lecs M W F 11:15. M. W. Wysocki.

The first part of the course is devoted to the description of world climates in terms of the global distribution of radiation, temperature, pressure, wind, precipitation, and air masses. The second part of the course relates climates and climatic anomalies to planetary, regional, and local circulations.

SCAS 250 Meteorological Observations and Instruments

Spring. 3 credits. Prerequisite: SCAS 131.

Lecs, M W 12:20; lab, R 1:25–3:20. M. W. Wysocki.

Methods and principles of meteorological measurements and observations, including surface, free-air, and remote systems. Instrument siting, mounting, and protection. Instrument response characteristics, calibration, and standardization. Recorders and data-logging systems. Laboratory exercises in observation and data analysis. Intended to serve as preparation for Observers Examination. Lab fee, \$45.

SCAS 334 Microclimatology

Spring. 3 credits. Recommended: a course in physics.

T R 10:10–11:25. D. S. Wilks.

An introductory course in microclimatology. The relationships of radiant energy, temperature, wind, and moisture in the atmosphere near the ground; and the interplay between physical processes of the atmosphere, plant canopies, and soil are examined. Moisture relationships in the atmosphere-soil-plant continuum, the effects of environmental modification, and the bioclimatic requirements of plants.

SCAS 351 Synoptic Meteorology I

Fall. 3 credits. Prerequisites: SCAS 131 and one year of calculus.

Lecs, T R 9:05; lab, M 1:25–3:20. S. J. Colucci.

An introduction to methods and principles of weather forecasting and analysis, including weather data plotting and analysis, interpretation of radar and satellite imagery and National Meteorological Center forecast guidance products, and description of the structure and behavior of weather systems.

SCAS 353 Forecasting and Dynamics Lab I

Fall. 2 credits. Prerequisites: SCAS 131 and concurrent registration in SCAS 441.

Lec, T 12:20; lab, F 1:25–3:20. M. W. Wysocki.

Weather briefings by the instructor based upon real-time operational guidance. Computer tutorials in thermodynamics, including sounding diagrams, stability indices, and static energy terms.

SCAS 354 Forecasting and Dynamics Lab II

Spring. 2 credits. Prerequisites: SCAS 353 and concurrent registration in SCAS 442.

Lec, T 12:20; lab, F 1:25–3:20. M. W. Wysocki.

Weather discussions prepared by students. Computer tutorials in hydrodynamics, including vorticity and divergence computation, geostrophic and thermal wind concepts, and Richardson, Reynolds, and Froude numbers.

SCAS 435 Statistical Methods in Meteorology

Fall. 3 credits. Prerequisite: an introductory course in statistics (e.g., Statistics 215 or Agricultural Economics 310 and Calculus). Offered alternate years.

T R 10:10–11:25. D. S. Wilks.

Statistical methods used in climatology operational weather forecasting and selected meteorological research applications. Some statistical characteristics of meteorological data, including probability distributions, intercorrelations, and persistence. Operational forecasts derived from multiple regression models, including the MOS system. Forecast verification techniques and scoring rules. Time series analysis, EOFs, and other research topics as time permits.

[SCAS 437 Agrometeorological Decision Analysis

Fall. 3 credits. Prerequisite: An introductory course in statistics (e.g., Agricultural Economics 310 or Statistics 215). Offered alternate years. Not offered 1991–92.

T R 10:10–11:25. D. S. Wilks.

Application of Statistical Decision Analysis to weather-sensitive agricultural decision problems. Characteristics of categorical and probabilistic weather forecasts, incorporation of forecast information into the decision problem, selection of optimal strategies, forecast value in relation to forecast quality, effects of the decision problem, selection of optimal strategies, forecast value in relation to forecast quality, effects of the decision maker's attitude toward risk, and static vs. dynamic decision-making problems.]

SCAS 441–442 Theoretical Meteorology I and II

441, fall; 442, spring. 3 credits each semester. Prerequisites: a year each of calculus and physics.

M W F 10:10. W. W. Knapp.

Fall semester topics include thermodynamics of dry air, water vapor, and moist air, and concepts of hydrostatics and stability. Topics considered in the spring term include meteorological coordinate systems, variation of wind and pressure fields in the vertical, winds in the planetary boundary layer, surfaces of discontinuity, mechanisms of pressure change, and vorticity and circulation.

[SCAS 447 Physical Meteorology

Fall. 3 credits. Prerequisites: a year each of calculus and physics. Offered alternate years. Not offered 1991–92.

M W F 12:20. W. W. Knapp.

Primarily a survey of natural phenomena of the atmosphere, with emphasis on their underlying physical principles. Topics include composition and structure of the atmosphere, atmospheric optics, acoustics and electricity, solar and terrestrial radiation, and principles of radar probing of the atmosphere.]

SCAS 452 Synoptic Meteorology II

Spring. 3 credits. Prerequisites: SCAS 351, 441, and 442.

Lecs, T R 9:05; lab, M 1:25–3:20. S. J. Colucci.

Application of principles of theoretical meteorology to the diagnosis and prediction of weather systems such as mid-latitude cyclones, anticyclones and fronts, tropical cyclones, thunderstorms and related phenomena, and lake-effect snow squalls.

SCAS 692 Special Topics in Atmospheric Sciences

Fall or spring. 1–6 credits. S-U grades optional.

Hours to be arranged. Staff.

Study of topics in atmospheric science that are more specialized or different from other courses. Special topics to be covered will depend on staff and student interests.

SCAS 791 Meteorology Seminar

Fall or spring. Prerequisite: permission of instructor.

Hours to be announced. Staff.

Subjects such as weather modification, paleoclimatology, and atmospheric pollution.

SCAS 859 Master's Level Thesis Research in Meteorology

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

SCAS 959 Doctoral-Level Thesis Research in Meteorology

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

Crop Science**SCAS 311 Grain Crops**

Fall. 4 credits. Prerequisite: SCAS 260 or Biological Sciences 241.

Lecs, M W F 10:10; lab, M or T 1:25–4:25. 1 or 2 field trips during lab periods (until 5 p.m. or on weekends). R. L. Obendorf.

Principles of field-crop growth, development and maturation, species recognition, soil and climatic adaptations, liming and mineral nutrition, weed control, cropping sequences, management systems, and crop improvement are considered. Grain, protein, fiber, and sugar crops are emphasized.

SCAS 312 Forage Crops

Spring. 4 credits. Prerequisites: SCAS 260 or Biological Sciences 241 or equivalent. Recommended: Animal Science 212.

Lecs, M W F 11:15; lab, M or T 1:25–4:25. G. W. Fick

The production and management of crops used for livestock feed are considered in terms of establishment, growth, maintenance, harvesting, and preservation. Forage grasses, forage legumes, and corn are emphasized, and consideration is given to their value as livestock feed in terms of energy, protein, and other nutritional components.

[SCAS 314 Production of Tropical Crops

Spring. 3 credits. Prerequisite: a course in crop production. Not offered 1991–92.

Lecs, M W F 10:10. Staff.

An introduction to the characteristics and culture of the principal food staple crops of the tropics and subtropics and of some of the crops grown for export. Vegetables and fruits are not emphasized.]

SCAS 315 Weed Science

Fall. 3 credits. Prerequisite: introductory course in biology or botany.

Lecs, T R 9:05; lab, M, T, or W 2–4:25. J. M. DiTomaso.

Principles of weed science are examined. Emphasis is on (a) weed ecology, (b) chemistry of herbicides in relation to effects on the environment and plant growth, and (c) control of weeds in crops. Laboratory covers weed identification and ecology, herbicide selectivity, symptomology, and behavior in soil.

SCAS 317 Seed Science and Technology

Fall. 3 credits. Prerequisite: Biological Sciences 241 or equivalent. Offered alternate years.

Lecs, T R 11:15; lab R 1:25–4:25; 2 all-day field trips will be scheduled during the semester. A. G. Taylor, Geneva Experiment Station (Ithaca contact, R. L. Obendorf).

The principles and practices involved in the production, harvesting, processing, storage, testing, quality management, certification, and use of high-quality seed from improved cultivars. Information is applicable to various kinds of agricultural seeds.

[SCAS 608 Water Status in Plants and Soils

Fall. 1 credit. Prerequisite: permission of instructor. S-U grades optional. Offered alternate years. Not offered 1991–92.

Lec, 1 hour to be arranged; lab, R 1:25–4:25 or as arranged. T. L. Setter.

Techniques for field appraisal of the status of water in plants and soil, including methods used in evapotranspiration studies.]

SCAS 610 Physiology of Environmental Stresses

Spring. 3 credits. Prerequisite: Biological Sciences 242 or 341. Offered alternate years.

Lecs, T R 10:10–11:25. P. L. Steponkus.

A study of the responses of plants to environmental stresses, with emphasis on thermal stresses including chilling, freezing, and high temperature injury. Emphasis is on the physiological and biochemical basis of injury and plant resistance mechanisms at the whole-plant, cellular, and molecular levels.

[SCAS 611 Crop Simulation Modeling

Fall. 3 credits. Prerequisite: Biological Sciences 242 or 341. Recommended: computer programming experience. Offered alternate years. Not offered 1991–92.

M W F 11:15. G. W. Fick.

A study of existing crop models is followed by development and refinement of programs representing students' work. Emphasis is on quantitative formulation and testing of complex hypotheses related to crop growth. Carbon exchange, transpiration, microclimate, soil water supply, root functions, and dry-matter distribution in growing crops are covered.]

SCAS 612 Seed Physiology

Spring. 3 credits. Prerequisite: plant physiology.

T R 8:30–9:55. R. L. Obendorf.

Morphology, physiology, and biochemistry of cereal, legume, and oil-seed formation, composition, storage, and germination. Emphasis is on the deposition of seed reserves during seed formation, stabilization of reserves during storage, and mobilization of reserves during germination. Topics range from on-farm problems to molecular mechanisms.

SCAS 613 Physiology and Ecology of Yield

Spring. 3 credits. Prerequisite: plant physiology.

M W F 12:20. T. L. Setter.

A study of the constraints on crop productivity from a physiological perspective. Influence of environment and genetics on the assimilation, translocation, and partitioning of carbon and nitrogen during crop ontogeny. Emphasis on growth processes of vegetative plant organs.

[SCAS 614 Advances in Weed Science

Spring. 2 credits. Prerequisite: SCAS 315 or equivalent. Offered alternate years. Not offered 1991–92.

Lec and labs to be arranged.

J. M. DiTomaso.

In-depth examination of the biology and ecology of weed-crop interactions and herbicide behavior in soils and plants. Topics include a detailed understanding of herbicide mode of action, selectivity, resistance, and soil persistence. Important herbicide families will be emphasized, particularly those in current use. Cultural and biological weed control methods, herbicide-stress interactions, groundwater contamination, and public perception of pesticides will also be discussed.]

[SCAS 642 Plant Mineral Nutrition (also Biological Sciences 642)

Spring. 3 credits. Prerequisite: Biological Sciences 341 or equivalent. Offered alternate years. Not offered 1991–92.

Lecs, M W F 10:10–11. L. V. Kochian, R. M. Welch.

A detailed study of the processes by which plants acquire and utilize mineral nutrients from the soil. Topics will include the uptake, translocation, and compartmentation of mineral elements; root-soil interactions; metabolism of mineral elements; the involvement of mineral nutrients in various physiological processes; and nutrition of plants adapted to extreme environmental stresses (e.g., acid soils). Specific mineral elements will be emphasized to illustrate the above topics.]

SCAS 690 Root-Soil Interactions

Fall or spring. 1–2 credits. S-U grades optional.

Hours to be arranged. R. W. Zobel.

A topic dealing with root-soil interaction will be selected during the first meeting of the term. Students will prepare one or two seminars based on published work on the topic. Possible topics include root genetics, root morphology, conservation tillage, and soil temperature.

SCAS 691 Special Topics in Crop Science

Fall or spring. 1–6 credits. S-U grades optional.

Hours to be arranged. R. Radulovich.

Study of topics in crop science that are more specialized or different from other courses. Special topics to be offered will depend on staff and student interests.

SCAS 829 Master's-Level Thesis Research in Crop Science

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

SCAS 929 Doctoral-Level Thesis Research in Crop Science

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional. Hours by arrangement.

Remote Sensing

SCAS 461 Remote Sensing: Environmental Applications (also Civil and Environmental Engineering 411)

Spring. 3 credits. Prerequisite: permission of instructor.

Lecs, T R 10:10; lab, T 2:30–4:25 (a second lab sec will be scheduled if more than 15 students register).

W. R. Philipson.

A survey of how remote sensing is applied in various environmental disciplines. Laboratory emphasis is on using aircraft and satellite imagery for inventorying and monitoring surface features in engineering, planning, agriculture, and natural resource assessments.

SCAS 660 Remote Sensing Fundamentals (also Civil and Environmental Engineering 610)

Fall. 3 credits. Prerequisite: permission of instructor.

Lecs, T R 10:10; lab, T 2:30–4:25.

W. D. Philpot.

An introduction to equipment and methods used in obtaining information about earth resources and the environment from aircraft or satellite. Coverage includes sensors, sensor and ground-data acquisition, data analysis and interpretation, and project design.

Soil Science

SCAS 260 Introduction to Soil Science

Spring. 4 credits. Prerequisite: Chemistry 103, 207 or 215. S-U grades optional.

Lecs, M W F 9:05; lab, M T W or R 1:25.

M. B. McBride.

A comprehensive introduction to the field of soil science, with emphasis on scientific principles and their application to solving soil management problems. The laboratory exercises stress quantitative measurement of soil properties.

SCAS 321 Soil and Water Management

Spring. 2 credits. Prerequisites: SCAS 190 or 260. Concurrent registration in Agricultural and Biological Engineering 321 required. S-U grades optional.

Lec, M W 9:05; disc, M 1:25–4:25.

T. W. Scott, M. F. Walter.

An interdisciplinary course intended to introduce students to the general principles of soil and water interaction and to the effects of human intervention in these processes. Aspects of soil and water management, including hydrology, soil erosion, irrigation, drainage, and water quality are examined. Case studies from both the United States and the tropics are used to illustrate basic principles.

SCAS 362 Soil Morphology

Fall. 1 credit. Undergraduates only. Recommended for sophomores and juniors.

R 1:25–4:25; all-day field trip required.

R. B. Bryant, J. M. Galbraith.

The principles for field identification of soil properties, profiles, and landscapes are presented. A series of soil pits are examined, described, classified, and interpreted in the field.

SCAS 363 Intermediate Soil Science I: Genesis, Classification, and Survey

Fall, weeks 1–7. 2 credits. Prerequisite: SCAS 260.

Lecs, M W F 10:10; lab, W 1:25–4:25.

One all-day field trip is required.

R. B. Bryant.

Factors and processes of soil formation. Principles of field identification, classification, survey, and interpretation. Laboratory exercises and field trips provide practical training in soil morphology and landscape relations. Course ends at mid-semester and is part of a sequence of three Intermediate Soil Science courses.

SCAS 364 Intermediate Soil Science II: Physics

Fall, weeks 8–14. 2 credits. Prerequisites: SCAS 260, one year of calculus and consent of instructor.

Lecs, M W F 10:10; lab, W 1:25–4:25.

P. Baveye.

Description and measurement of the status of water in soils. Theory of water, solute, and heat transport. Infiltration, drainage, and redistribution. Weekly laboratory and problem-solving sessions illustrate the concepts introduced in class. Course starts at mid-semester and is part of a sequence of three intermediate Soil Science courses.

SCAS 365 Intermediate Soil Science III: Chemistry and Microbiology

Spring. 3 credits. Prerequisite: SCAS 260.

T R 10:10–11:30. M. McBride and

M. Alexander.

The chemical properties and microorganisms of soil and the chemical reactions and transformations occurring in soil. This course is part of a sequence of three intermediate Soil Science courses.

SCAS 371 Hydrology and the Environment (also Agricultural and Biological Engineering 371, Civil and Environmental Engineering 334, and Geological Sciences 204)

Spring. 3 credits. Students enrolled in the statutory colleges must enroll in ABEN 371 or SCAS 371. Prerequisite: 1 course in calculus.

Lecs, T R 9:05; lab, F 1:25–3:20.

T. S. Steenhuis, J.-Y. Parlange,

M. F. Walter, P. C. Baveye,

W. H. Brutsaert, L. M. Cathles.

Introduction to hydrology as a description of the hydrologic cycle and the role of water and chemicals in the natural environment. Includes precipitation, infiltration, evapotranspiration, groundwater, surface runoff, river meandering floods, and droughts. Case studies, short field trips, computer programs, and laboratories are used to foster an understanding of concepts and principles of hydrologic processes.

SCAS 372 Soil Fertility Management

Fall. 3 credits. Prerequisite: SCAS 260 or permission of instructor.

M W F 9:05. D. R. Bouldin.

An integrated discussion of soil crop yield relationships, with emphasis on the soil as a source of mineral nutrients for crops and the role of fertilizers and manure in crop production.

SCAS 373 Soil, Water, and Aquatic Plants

Fall. 3 credits. Prerequisites: SCAS 260, Biological Sciences 101–102, and Chemistry 103–104 or equivalents.

T R 11:15; lab, R 1:25–4:25. J. H. Peverly.

The success or failure of soil and water management is manifested in streams, wetlands, lakes, and aquifers. Chemical and biological changes downstream are studied and related to agricultural management techniques upstream. Basic chemical and physiological processes are presented and used to suggest appropriate responses to water management problems.

SCAS 385 Biogeochemical Cycles, Agriculture, and the Environment

Spring. 2 credits. Prerequisites: Chemistry 103 or 207 and SCAS 260 or equivalent.

Lecs, T R 11:15–12:05. J. M. Duxbury.

The impact of agriculture on aspects of the global biogeochemical cycles of carbon, nitrogen, sulfur, and phosphorus is discussed and illustrated with current agricultural and environmental issues. Topics include sustainable agriculture, effects of nitrogen fixation, acid rain, global warming, and land disposal of wastes.

[SCAS 398 Environmental Microbiology (also Biological Sciences 398)]

Spring. 3 credits. Prerequisites: Bio Sci 290 or Bio Sci 261 or SCAS 260 or permission of instructor. Offered alternate years. Not offered 1991–92.

M W F 10:10. M. Alexander and

W. C. Ghiorse.

Behavior and function of microorganisms in natural environments and the role of microorganisms in transformation of pollutants.]

SCAS 471 Properties and Appraisal of Soils of the Tropics

Fall. 3 credits. Prerequisite: SCAS 260 or equivalent. S-U grades optional. No audits accepted.

Lecs, T R 10:10; disc, W 2:30–4:25.

A. Van Wambeke.

An in-depth study of the properties of the soils of the tropics. The course is designed for students with an interest in, or experience of, tropical countries, who wish to increase their knowledge of the development potential of the land resources in the third world. The course examines the conditions in which soils form, and considers ecological, geological and vegetational factors that produce the diversity that exists among them. The major kinds of soils are recognized, their management properties described, and methods to alleviate the constraints to crop production examined. Topics include the identification of soils, and their functions in sustaining traditional farming systems and advanced technological packages. The course pursues these themes reviewing the most recent sources of information generated in tropical countries and published in Latin-American, Francophone, and English journals. The last part of the course gives special attention to salt-affected soils, paddy rice cultivation and the characteristics of acid-sulfate soils. The objectives of the course are reached by lectures, discussion sessions, and independent readings.

[SCAS 473 Ecology of Agricultural Systems (also Biological Sciences 473)]

Fall. 3 credits. Limited to 45 students.

Prerequisite: Biological Sciences 261 or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1991-92.

Lec and disc, T R 2:30-3:45. During the first 6 weeks of class the Thursday meetings may run to 5:00 because of field trips. A. G. Power and T. W. Scott.

Analysis of the ecological processes operating in agricultural systems, with an emphasis on the interactions between organisms. Topics include nutrient dynamics in agroecosystems, plant competition and facilitation, intercropping, the ecology of species invasions, mutualism in agroecosystems, plant-herbivore relations, plant-pathogen interactions, biological pest control, and evolutionary processes in agriculture. Case studies from both the tropics and the temperate zone are used to illustrate important concepts.]

SCAS 483 Environmental Biophysics

Fall. 3 credits. Prerequisite: SCAS 260 or equivalent or permission of instructor.

Lecs, M W F 11:15. S. J. Riha.

Introduction to basic principles of energy and water transfer and storage in soil-plant systems. Energy budgets, soil heat flow, water movement in saturated and unsaturated soils, evapotranspiration, and water dynamics in the soil-plant-atmosphere continuum will be covered. Applications to agronomic and environmental problems and instrument design and use are considered through discussion and problems sets.

SCAS 663 Pedology

Spring. 3 credits. Prerequisite: SCAS 361 or permission of instructor. Offered alternate years. Textbook recommended, not required.

Hours to be arranged. R. B. Bryant.

Weathering, reactions, and processes of soil genesis. Principles of soil classification and the rationale and utilization of soil taxonomy. Development and significance of major groups of soils of the world.

SCAS 666 Advanced Soil Microbiology

Fall. 1 credit. Prerequisite: SCAS 476 or permission of instructor. S-U grades only for graduate students.

T 12:20. M. Alexander.

Discussions of current topics in special areas of soil microbiology. Particular attention is given to biochemical problems in microbial ecology.

[SCAS 667 Advanced Soil Physics

Spring. 3 credits. Prerequisites: One year of college physics and SCAS 483 or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1991-92.

M W F 11:15. P. Baveye.

A detailed study of the hydrostatics of aqueous solutions in soils and porous media, with emphasis on fundamental principles. Examination of the molecular aspects of water-solid interactions, including shrink-swell phenomena and the properties of absorbed water. Analysis of equilibrium water adsorption from thermodynamical and mechanistic (molecular) standpoints. Mechanical and thermodynamical analysis of the equilibrium status of aqueous solutions in deformable soils. Formal lectures are complemented by tutorial sessions.]

SCAS 669 Organic Matter - Soils, Sediments, and Waters

Spring. 2 or 3 (with discussion) credits. Prerequisites: SCAS 260 and Chemistry 357-358 or equivalent.

T R 9:05; disc W 1:25-2:15.

J. M. Duxbury.

A discussion of current concepts on the chemical nature, dynamics, and properties of natural organics and organo-mineral associations in terrestrial and aquatic environments. Interaction with anthropogenic organics and effects of anthropogenic activities on natural organics are considered.

[SCAS 675 Modeling the Soil-Plant-Atmosphere System

Spring. 3 credits. Prerequisite: SCAS 483 or equivalent and Computer Science 100 or equivalent. Offered alternate years. Not offered 1991-92.

Lecs, T R 1:25-2:45. J. L. Hutson, S. J. Riha.

Derivation of dynamic simulation models of soil-plant-atmosphere systems and their application. Models will include water, plant nutrients, and pesticide transport and their interaction with soil and plants. Students will develop their own models and apply existing models to environmental and plant production problems.]

SCAS 681 Soil Physics Research Seminar

Fall. 1 credit. Open to graduate students.

To be arranged. P. Baveye.

Discussions of current topics in special areas of soil physics and presentation of research carried out by participants.

SCAS 693 Special Topics in Soil Science

Fall or spring. 1-6 credits. S-U grades optional.

Hours to be arranged. Staff.

Study of topics in soil science that are more specialized or different from other courses. Special topics to be covered will depend on staff and student interests.

SCAS 771 Soil Chemistry

Fall. 3 credits. Prerequisite: one year of physical chemistry or permission of instructor. Offered alternate years.

Lecs, M W F 11:15. M. B. McBride.

A detailed examination of the structure and surface chemistry of minerals common to soils. Ion exchange, mineral-solution equilibria, and adsorption reactions of silicate clays and oxides will be emphasized.

[SCAS 774 Soil Fertility Advanced Course

Spring. 3 credits. Prerequisite: graduate status with a major or minor in agronomy. Offered alternate years. Not offered 1991-92.

T R 8:30-9:55. D. R. Bouldin.

A study of selected topics in soil-crop relationships, with emphasis on concepts of soil fertility, interpretation of experimental data, and soil fertilizer chemistry.]

SCAS 889 Master's-Level Thesis Research in Soil Science

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

SCAS 989 Doctoral-Level Thesis Research in Soil Science

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

Courses in "Remote Sensing" are also listed under the Department of Civil and Environmental Engineering in the College of Engineering.

STATISTICS AND BIOMETRY

C. E. McCulloch, chair; N. S. Altman, G. Casella, C. Castillo-Chavez, G. A. Churchill, S. J. Schwager, S. R. Searle

Courses in statistics and biometry are offered by the Department of Plant Breeding and Biometry.

STATS 200 Statistics and the World We Live In

Spring. 3 credits.

Lecs, T R 10:10-11:25; disc, T 1:25 or 2:30, or W 1:25. Staff.

Major concepts and approaches of statistics are presented at an introductory level. Three broad areas are covered: collecting data, organizing data, and drawing conclusions from data. Topics include sampling, statistical experimentation and design, measurement, tables, graphs, measures of center and spread, probability, the normal curve, confidence intervals, and statistical tests.

STATS 215 Introduction to Statistical Methods

Fall. 3 credits. Prerequisite: STATS 200 is recommended for students with no prior experience in data collection and interpretation.

Lecs, M W F 11:15; lab, 1 hr. to be arranged. Staff.

Statistical methods are developed and used to analyze data arising from the biological sciences. Topics include point and confidence interval estimation, hypothesis testing, t-tests, correlation, simple linear regression, and possibly analysis of variance and multiple regression. Statistical computing is taught and used throughout the course. Emphasis is on proper use of statistical methodology and interpretation of statistical analyses.

STATS 408 Theory of Probability

Fall. 4 credits. Prerequisite: Mathematics 112, 122, or 192, or permission of instructor.

Lecs, M W F 10:10; disc, M 3:35-5. Staff.

An introduction to probability theory: foundations, combinatorics, random variables and their probability distributions, expectations, generating functions, and limit theory. Biological and statistical applications are the focus. Can serve as either a one-semester introduction to probability or a foundation for a course in the theory of statistics.

STATS 409 Theory of Statistics

Spring. 4 credits. Prerequisite: STATS 408 or equivalent.

Lecs, M W F 10:10; disc, M 3:35-5. Staff.

The concepts developed in STATS 408 are applied to provide an introduction to the classical theory of parametric statistical inference. Topics include sampling distributions, parameter estimation, hypothesis testing, and linear regression. Students seeking applied courses in statistical methodology should consider STATS 601-602.

STATS 417 Matrix Algebra

Fall. 3 credits. Prerequisite: precalculus mathematics.

Lecs, M W F 9:05; disc, M 1:25–3:10.
S. R. Searle.

Definitions, basic operations and arithmetic, determinants, and the inverse matrix. Rank, linear dependence, canonical forms, linear equations, generalized inverses and eigenroots and vectors. Emphasis is on understanding basic ideas and on developing skills for applying matrix algebra.

[STATS 451 Mathematical Modeling of Populations]

Fall. 3 credits. S-U grades optional. Prerequisites: Mathematics 111 and 112, or equivalent. Offered alternate years. Not offered 1991–92.

Lecs, M W F 9:05–9:55.
C. Castillo-Chavez.

This course concentrates in the analysis and simulation of mathematical models, and it will focus in the study of models relevant to population genetics and population biology. Mathematical techniques that are relevant to these areas will be presented. The course will emphasize stochastic and deterministic models. Computer simulations and the use of mathematical packages will be an integral part of this course.]

STATS 495 Statistical Consulting

Spring. 2 credits. S-U grades only. Limited to undergraduates. Prerequisites or co-requisites: STATS 409 and 602 and permission of instructor.

Lec, W 1:25–2:15 plus 1 hr. of consulting to be arranged. Staff.

Participation in the Biometrics Unit consulting service: faculty-supervised statistical consulting with researchers from other disciplines. Discussion sessions for joint consideration of selected consultations encountered during previous weeks.

STATS 497 Special Topics

Fall or spring. 1–3 credits. S-U grades optional.

Staff.

Can consist of individual tutorial study or a course of lectures (or both) selected by the faculty. Since topics usually change from year to year, this course may be repeated for credit.

STATS 498 Supervised Teaching

Fall or spring. 2 credits. S-U grades only. Limited to statistics and biometry undergraduates.

Staff.

Students assist in teaching a course appropriate to their previous training. Students will meet with a discussion or laboratory section and regularly discuss objectives with the course instructor.

STATS 499 Undergraduate Research

Fall or spring. 1–3 credits. Limited to statistics and biometry undergraduates. Prerequisite: permission of faculty member directing research. S-U grades optional.

Staff.

STATS 600 Statistics Seminar

Fall or spring. 1 credit. S-U grades only.
W 3–4:30. Staff.

STATS 601 Statistical Methods I

Fall. 4 credits. Limited to graduate students; others by permission of the instructor.

Lecs, M W F 12:20; lab, M 2:30–4, 7:30–9 p.m., or T 10:10–11:40, 12:20–1:50, 2:30–4. Staff.

Statistical methods are developed and used to analyze data arising from a wide variety of applications. Topics include descriptive statistics, point and interval estimation, hypothesis testing, inference for a single population, comparisons between two populations, one- and two-way analysis of variance, comparisons among population means, analysis of categorical data, and correlation and regression analysis. Interactive computing is introduced through MINITAB statistical software. Emphasis is on basic principles and criteria for selection of statistical techniques.

STATS 602 Statistical Methods II

Spring. 4 credits. Limited to graduate students; others by permission of instructor. Prerequisite: STATS 601 or equivalent.

Lecs, M W F 11:15; lab, M 2:30–4:25 or 7:30–9:25 p.m., and T 10:10–12:05 or 12:20–2:15. Staff.

A continuation of Statistics 601. Emphasis is on the use of multiple regression analysis, analysis of variance, and related techniques to analyze data in a variety of situations. Topics include an introduction to data collection techniques; least squares estimation; multiple regression; model selection techniques; detection of influential points, goodness-of-fit criteria; principles of experimental design; analysis of variance for a number of designs, including multi-way factorial, nested, and split plot designs; comparing two or more regression lines; and analysis of covariance. Emphasis is on appropriate design of studies prior to data collection, and the appropriate application and interpretation of statistical techniques. For practical applications, computing is done with the MINITAB and SAS statistical packages.

[STATS 603 Statistical Methods III]

Fall or spring. 3 credits. Prerequisite: STATS 601 and 602 or permission of instructor. Offered alternate years. Not offered 1991–92.

Principles of scientific experimentation, experiment design, sample surveys and questionnaire design, statistical aspects of survival analysis, life tables, statistical analyses for clinical trials; categorical data analysis, including logistic regression, loglinear models, combining contingency tables, and application to case control studies; multivariate analysis; and space-time clustering.]

STATS 604 Statistical Methods IV: Applied Design

Fall or spring. 3 credits. Prerequisites: STATS 601 and 602 or permission of instructor.

Offered alternate years. Applications of experimental design including such advanced designs as split plots, incomplete blocks, fractional factorials. Use of the computer for both design and analysis will be stressed, with emphasis on solutions of real data problems.

STATS 605 Applied Regression Analysis

Fall, 1/3 of the term. 1 credit. Prerequisites: STATS 409 and 602. Offered alternate years. A continuation of STATS 602, with emphasis on data analysis including logistic and nonlinear regression.

[STATS 606 Sampling Biological Populations]

Fall, 1/3 of the term. 1 credit. Prerequisite: STATS 601 or equivalent. Not offered 1991–92. Standard methods of sample-survey design and estimation are presented, including stratified random sampling, cluster sampling, double sampling, and variable probability sampling. Special emphasis given to methods of particular utility or specifically designed for biological sampling. Examples are taken from forestry, fisheries, and other biological areas.]

STATS 607 Nonparametric and Distribution-Free Statistical Methods

Spring, 1/3 of the term. S-U grades optional. Prerequisite: STATS 601 or equivalent. Offered alternate years. Nonparametric and distribution-free alternatives to normal-theory testing procedures are presented: sign or rank tests for one or two populations; analyses for completely randomized and randomized blocks designs; comparisons among several means; correlation and regression; goodness-of-fit; and tests based on randomization of the data.

STATS 639 Epidemiology Seminar (also Nutritional Sciences 639)

Fall and spring. 1 credit, variable. S-U grades only. Limited to graduate students; others by permission of instructor.

M 12:20. Staff.

This course will develop skills in the preparation and interpretation of epidemiological data by discussing current research topics and issues.

[STATS 642 Advanced Mathematical Methods in Statistics and Biometry]

Spring. 3 credits. S-U grades optional. Prerequisites: Mathematics 411 or 421, or equivalent. Offered alternate years. Not offered 1991–92.

Lecs, T R 12:20–1:50. C. Castillo-Chavez. This advanced level course will cover classical mathematical methods that are useful in statistics, biometry, and biomathematics, with an introduction to MACSYMA. Topics include: Introduction to MACSYMA, complex numbers and their elementary properties, analytic functions, contour integration, special functions, asymptotic methods, generalized functions, and the Fourier transform. Techniques will be illustrated with examples drawn from statistics, biometry, and biomathematics.]

STATS 651 Mathematical Population Studies and Modeling

Spring. 3 credits. S-U grades optional. Prerequisites: STATS 408 and 417, or equivalent. STATS 409 is recommended. Offered alternate years.

Lecs, T R 12:20–1:50. C. Castillo-Chavez. Model formulation, parameter estimation, and mathematical analysis of stochastic and deterministic models in population dynamics. Emphasis will be put on the interactions between human demography and sociology (human behavior), and their relationship to disease dynamics of microparasitic and macroparasitic infections. The process of pair formation and dissolution and their impact on demography, sociology, and epidemiology will also be studied.

[STATS 662 Mathematical Ecology (also Biological Sciences 662)]

Spring. 3 credits. Prerequisites: a year of calculus and a course in probability. Offered alternate years. Not offered 1991-92.

Lecs, M W F 12:20. Staff.

Mathematical and statistical analysis of populations and communities: theory and methods. Spatial and temporal pattern analysis, deterministic and stochastic models of population dynamics. Model formulation, parameter estimation, and simulation and analytical techniques.]

STATS 697 Special Topics in Statistics and Biometry

Fall, spring, or summer. 1-3 credits. S-U grades optional.

Staff.

Can consist of individual tutorial study or a course of lectures (or both) selected by the faculty. Since topics usually change from year to year, this course may be repeated for credit.

[STATS 701 Advanced Biometry]

Spring. 3 credits. Prerequisites: STATS 409 and 602. Limited to graduate students; others by permission of instructor. Offered alternate years. Not offered 1991-92.

Bioassay methods, including parametric and nonparametric statistical analyses of quantal and graded response to controlled levels of single and multifactor stimuli; directional statistics as applied to animal orientation experiments; compartment models and analyses; enzyme kinetics and pharmacokinetic analysis; and bioavailability.]

[STATS 717 Linear Models]

Spring. 3 credits. S-U grades only. Prerequisites: STATS 409 or equivalent and STATS 417 and 602. Offered alternate years. Not offered 1991-92.

M W F 11:15. S. R. Searle.

Analysis of variance and estimation procedures for unequal-subclass-numbers data. Cell means models for the 1-way classification, nested classifications, and the 2-way crossed classification, both with and without interactions; introduction to multinomial variables and the distribution of quadratic forms. The general linear model (in matrix and vector form), estimable functions, and testable hypotheses. Overparameterized models, restricted models, multifactor cases, covariables, computing.]

STATS 718 Variance Components

Spring. 2 credits. S-U grades only. Prerequisite: STATS 717. Offered alternate years. Several methods of estimating variance components are explained and compared: for balanced data (equal subclass numbers), the analysis of variance method; for unbalanced data (unequal subclass numbers), the three Henderson methods and the methods of maximum likelihood, restricted maximum likelihood, and minimum norm quadratic unbiasedness. Also included: estimation from mixed models, prediction of random variables, the dispersion-mean model, and computer package output for variance component estimation.

STATS 795 Statistical Consulting

Fall. 2 credits. S-U grades only. Limited to graduate students.

Lec, W 1:25 and 1 hr. of consulting to be arranged. Staff.

Participation in the Biometrics Unit consulting service: faculty-supervised statistical consulting with researchers from other disciplines. Discussion sessions for joint consideration of selected consultations encountered by the service during previous weeks. Since consultations usually change from semester to semester, this course may be repeated for credit.

STATS 899 Research

Fall or spring. Credit to be arranged. S-U grades only. Limited to candidates for graduate degrees. Prerequisite: permission of the graduate field member concerned. Research at the M.S. level.

STATS 999 Research

Fall or spring. Credit to be arranged. S-U grades only. Limited to candidates for graduate degrees. Prerequisite: permission of the graduate field member concerned. Research at the Ph.D. level.

VEGETABLE CROPS

See Horticultural Sciences p. 76.

FACULTY ROSTER

Abawi, George S., Ph.D., Cornell U. Prof., Plant Pathology (Geneva)
 Acree, Terry E., Ph.D., Cornell U. Prof., Food Science, and Technology (Geneva)
 Adleman, Marvin I., M. L. A., Harvard U. Prof., Floriculture and Ornamental Horticulture
 Agnello, Arthur M., Ph.D., North Carolina State U. Asst. Prof., Entomology (Geneva)
 Aho, Paul W., Ph.D., Michigan State U. Asst. Prof., Animal Science
 Aist, James R., Ph.D., U. of Wisconsin. Prof., Plant Pathology
 Albright, Louis D., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
 Aldwinckle, Herbert S., Ph.D., U. of London (England). Prof., Plant Pathology (Geneva)
 Alexander, Martin, Ph.D., U. of Wisconsin. Liberty Hyde Bailey Professor of Soil Science, Soil, Crop, and Atmospheric Sciences
 Allee, David J., Ph.D., Cornell U. Prof., Agricultural Economics
 Altman, Naomi S., Ph.D., Stanford U. Asst. Prof., Plant Breeding and Biometry
 Andersen, Robert L., Ph.D., U. of Minnesota. Prof., Horticultural Sciences (Geneva)
 Anderson, Bruce L., Ph.D., U. of California at Berkeley. Assoc. Prof., Agricultural Economics
 Aneshansley, Daniel J., Ph.D., Cornell U. Assoc. Prof., Agricultural and Biological Engineering
 Apgar, Barbara J., Ph.D., Cornell U. Asst. Prof., Animal Science
 Aplin, Richard D., Ph.D., Cornell U. Prof., Agricultural Economics
 Arneson, Phil A., Ph.D., U. of Wisconsin. Assoc. Prof., Plant Pathology
 Austic, Richard E., Ph.D., U. of California at Davis. Prof., Animal Science
 Awa, Njoku E., Ph.D., Cornell U. Assoc. Prof., Communication

Baer, Richard A., Ph.D., Harvard U. Prof., Natural Resources
 Bandler, David K., M.P.S., Cornell U. Prof., Food Science
 Barbano, David M., Ph.D., Cornell U. Assoc. Prof., Food Science
 Barker, Randolph, Ph.D., Iowa State U. Prof., Agricultural Economics
 Bartsch, James A., Ph.D., Purdue U. Assoc. Prof., Agricultural and Biological Engineering
 Bassuk, Nina L. Ph.D., U. of London (England). Assoc. Prof., Floriculture and Ornamental Horticulture
 Batt, Carl A., Ph.D., Rutgers U. Assoc. Prof., Food Science
 Bauman, Dale E., Ph.D., U. of Illinois. Prof., Animal Science
 Baveye, Philippe C., Ph.D., U. of California at Riverside. Asst. Prof., Soil, Crop, and Atmospheric Sciences
 Becker, Robert F., M.S., U. of New Hampshire. Assoc. Prof., Horticultural Sciences (Geneva)
 Bedford, Barbara, Ph.D., U. of Wisconsin. Madison. Asst. Prof., Natural Resources
 Beer, Steven V., Ph.D., U. of California at Davis. Assoc. Prof., Plant Pathology
 Beermann, Donald H., Ph.D., U. of Wisconsin. Assoc. Prof., Animal Science
 Bell, Alan W., Ph.D., U. of Glasgow (Scotland). Assoc. Prof., Animal Science
 Bellinder, Robin R., Ph.D., Virginia Polytechnic Inst. and State U. Assoc. Prof., Fruit and Vegetable Science
 Bergstrom, Gary C., Ph.D., U. of Kentucky. Assoc. Prof., Plant Pathology
 Berkey, Arthur L., Ph.D., Michigan State U. Prof., Education
 Bills, Nelson L., Ph.D., Washington State U. Assoc. Prof., Agricultural Economics
 Bjorkman, Thomas N., Ph.D., Cornell U. Asst. Prof., Horticultural Sciences (Geneva)
 Blake, Robert W., Ph.D., North Carolina State U. Prof., Animal Science
 Blanpied, George D., Ph.D., Michigan State U. Prof., Pomology
 Boisvert, Richard N., Ph.D., U. of Minnesota. Prof., Agricultural Economics
 Bouldin, David R., Ph.D., Iowa State U. Prof., Soil, Crop, and Atmospheric Sciences
 Boume, Malcolm C., Ph.D., U. of California at Davis. Prof., Food Science and Technology (Geneva)
 Boyd, R. Dean, Ph.D., U. of Nebraska. Assoc. Prof., Animal Science
 Brady, John W., Jr., Ph.D., SUNY at Stonybrook. Assoc. Prof., Food Science
 Brake, John R., Ph.D., North Carolina State U. W.I. Myers Professor of Agricultural Finance, Agricultural Economics
 Broadway, Roxanne M., Ph.D., U. of California at Davis. Asst. Prof., Entomology (Geneva)
 Brown, David L., Ph.D., U. of Wisconsin. Professor, Rural Sociology
 Brown, Susan K., Ph.D., U. of California at Davis. Assoc. Prof., Horticultural Sciences (Geneva)
 Brown, William L., Jr., Ph.D., Harvard U. Prof., Entomology
 Brumsted, Harlan B., Ph.D., Cornell U. Assoc. Prof., Natural Resources
 Bryant, Ray B., Ph.D., Purdue U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
 Bugliari, Joseph B., L. L. B. Cornell U. Prof., Agricultural Economics
 Burr, Thomas J., Ph.D., U. of California at Berkeley. Prof., Plant Pathology (Geneva)
 Butler, Walter R., Ph.D., Purdue U. Assoc. Prof., Animal Science

- Buttel, Frederick H., Ph.D., U. of Wisconsin. Prof., Rural Sociology
- Call, David L., Ph.D., Cornell U. Prof., Agricultural Economics
- Campbell, Joseph K., M.S., Cornell U. Prof., Agricultural and Biological Engineering
- Carlsen, William S., Ph.D., Stanford U. Asst. Prof., Education
- Casella, George, Ph.D., Purdue U. Prof., Plant Breeding and Biometry
- Casler, George L., Ph.D., Purdue U. Prof., Agricultural Economics
- Castillo-Chavez, Carlos, Ph.D., U. of Wisconsin. Asst. Prof., Plant Breeding and Biometry
- Chapman, Lewis D., Ph.D., U. of California at Berkeley. Prof., Agricultural Economics
- Chase, Larry E., Ph.D., Pennsylvania State U. Assoc. Prof., Animal Science
- Cherney, Jerome H., Ph.D., U. of Minnesota. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Churchill, Gary A., Ph.D., U. of Washington. Asst. Prof., Plant Breeding and Biometry
- Coffman, William R., Ph.D., Cornell U. Prof., Plant Breeding and Biometry
- Colle, Royal D., Ph.D., Cornell U. Prof., Communication
- Collmer, Alan R., Ph.D., Cornell U. Assoc. Prof., Plant Pathology
- Colucci, Stephen J., Ph.D., SUNY. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Combs, Gerald F., Jr., Ph.D., Cornell U. Prof., Nutritional Sciences
- Confrey, Jere, Ph.D., Cornell U. Assoc. Prof., Education
- Conneman, George J., Ph.D., Pennsylvania State U. Prof., Agricultural Economics
- Conrad, Jon M., Ph.D., U. of Wisconsin. Prof., Agricultural Economics
- Cooke, J. Robert, Ph.D., North Carolina State U. Prof., Agricultural and Biological Engineering
- Cox, William J., Ph.D., Oregon State U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Creasy, Leroy L., Ph.D., U. of California at Davis. Prof., Fruit and Vegetable Science
- Cummins, James N., Ph.D., Southern Illinois U. Prof., Horticultural Sciences (Geneva)
- Currie, W. Bruce, Ph.D., Macquarie U. (Australia) Prof., Animal Science
- Datta, Ashim K., Ph.D., U. of Florida. Asst. Prof., Agricultural and Biological Engineering
- Davis, Paula M., Ph.D., Iowa State U. Asst. Prof., Entomology
- Decker, Daniel J., Ph.D., Cornell U. Assoc. Prof., Natural Resources
- DeGloria, Stephen D., Ph.D., U. of California at Berkeley. Asst. Prof., Soil, Crop, and Atmospheric Sciences
- de Gorter, Harry, Ph.D., U. of California at Berkeley. Asst. Prof., Agricultural Economics
- Dennehy, Timothy J., Ph.D., U. of California at Davis. Assoc. Prof., Entomology (Geneva)
- Derksen, Richard C., Ph.D., U. of Illinois. Asst. Prof., Agricultural and Biological Engineering
- Deshler, J. David, Ed.D., U. of California at Los Angeles. Assoc. Prof., Education
- Dickson, Michael H., Ph.D., Michigan State U. Prof., Horticultural Sciences (Geneva)
- Dillard, Helene R., Ph.D., U. of California at Berkeley. Assoc. Prof., Plant Pathology (Geneva)
- DiTomaso, Joseph M., Ph.D., U. of California at Davis. Asst. Prof., Soil, Crop, and Atmospheric Sciences
- Downing, Donald L., Ph.D., U. of Georgia. Prof., Food Science and Technology (Geneva)
- Drake, William E., Ph.D., Michigan State U. Prof., Education
- Dunn, James A., Ph.D., U. of Michigan. Prof., Education
- Durst, Richard A., Ph.D., Massachusetts Institute of Technology. Prof., Food Science and Technology (Geneva)
- Duxbury, John M., Ph.D., U. of Birmingham (England). Prof., Soil, Crop, and Atmospheric Sciences
- Earle, Elizabeth D., Ph.D., Harvard U. Prof., Plant Breeding and Biometry
- Eberts, Paul R., Ph.D., U. of Michigan. Assoc. Prof., Rural Sociology
- Eckenrode, Charles J., Jr., Ph.D., U. of Wisconsin. Prof., Entomology (Geneva)
- Egner, Joan R., Ed.D., Cornell U. Prof., Education
- Eickwort, George C., Ph.D., U. of Kansas. Prof., Entomology
- Ellerbrock, LeRoy A., Ph.D., Cornell U. Assoc. Prof., Fruit and Vegetable Science
- Elliot, J. Murray, Ph.D., Cornell U. Prof., Animal Science
- Erickson, Eugene C., Ph.D., Michigan State U. Prof., Rural Sociology
- Everett, Robert W., Ph.D., Michigan State U. Prof., Animal Science
- Ewert, D. Merrill, Ph.D., U. of Wisconsin. Asst. Prof., Education
- Ewing, Elmer E., Ph.D., Cornell U. Prof., Fruit and Vegetable Science
- Fahey, Timothy J., Ph.D., U. of Wyoming. Assoc. Prof., Natural Resources
- Feldman, Rochelle, Ph.D., U. of Connecticut. Asst. Prof., Rural Sociology
- Fick, Gary W., Ph.D., U. of California at Davis. Prof., Soil, Crop, and Atmospheric Sciences
- Figuerola, Enrique E., Ph.D., U. of California at Davis. Asst. Prof., Agricultural Economics
- Fiori, Bart J., Ph.D., Cornell U. Assoc. Prof., Entomology (Geneva)
- Fischer, Charles C., M.S., Michigan State U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Foote, Robert H., Ph.D., Cornell U. Jacob Gould Schurman Professor, Animal Science
- Forker, Olan D., Ph.D., U. of California at Berkeley. Prof., Agricultural Economics
- Forsline, Philip L., M.S., U. of Minnesota. Asst. Prof., Horticultural Sciences (Geneva)
- Fox, Danny G., Ph.D., Ohio State U. Prof., Animal Science
- Francis, Joe D., Ph.D., U. of Missouri. Assoc. Prof., Rural Sociology
- Fry, William E., Ph.D., Cornell U. Prof., Plant Pathology
- Furry, Ronald B., Ph.D., Iowa State U. Prof., Agricultural and Biological Engineering
- Galton, David M., Ph.D., Ohio State U. Assoc. Prof., Animal Science
- Gavin, Thomas A., Ph.D., Oregon State U. Assoc. Prof., Natural Resources
- Gay, Geraldine K., Ph.D., Cornell U. Asst. Prof., Communication
- Gebremedhin, Kifle G., Ph.D., U. of Wisconsin. Assoc. Prof., Agricultural and Biological Engineering
- Geisler, Charles C., Ph.D., U. of Wisconsin. Assoc. Prof., Rural Sociology
- German, Gene A., Ph.D., Cornell U. Prof., Agricultural Economics
- Gillett, James W., Ph.D., U. of California at Berkeley. Prof., Natural Resources
- Glynn, Carroll, Ph.D., U. of Wisconsin. Assoc. Prof., Communication
- Gonsalves, Dennis, Ph.D., U. of California at Davis. Prof., Plant Pathology (Geneva)
- Good, George L., Ph.D., Cornell U. Prof., Floriculture and Ornamental Horticulture
- Gorewit, Ronald C., Ph.D., Michigan State U. Prof., Animal Science
- Gortzig, Carl F., Ph.D., Michigan State U. Prof., Floriculture and Ornamental Horticulture
- Graham, Donald C., Ph.D., Cornell U. Assoc. Prof., Food Science
- Gravani, Robert B., Ph.D., Cornell U. Prof., Food Science
- Gray, Stewart M., Ph.D., North Carolina State U. Asst. Prof., Plant Pathology
- Grunes, David L., Ph.D., U. of California at Berkeley. Prof., Soil, Crop, and Atmospheric Sciences
- Guest, Richard W., M.S., North Dakota Coll. Prof., Agricultural and Biological Engineering
- Gunkel, Wesley W., Ph.D., Michigan State U. Prof., Agricultural and Biological Engineering
- Gurak, Douglas T., Ph.D., U. of Wisconsin. Assoc. Prof., Rural Sociology
- Hahn, Russell R., Ph.D., Texas A. & M. U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Haith, Douglas A., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Haller, Emil J., Ph.D., U. of Chicago. Prof., Education
- Halseth, Donald E., Ph.D., Cornell U. Asst. Prof., Fruit and Vegetable Science
- Hang, Yong D., Ph.D., McGill U. (Canada). Prof., Food Science and Technology (Geneva)
- Harman, Gary E., Ph.D., Oregon State U. Prof., Horticultural Sciences (Geneva)
- Hedlund, Dalva E., Ph.D., Colorado State U. Assoc. Prof., Education
- Henick-Kling, Thomas, Ph.D., U. of Adelaide (Australia). Asst. Prof., Food Science and Technology (Geneva)
- Hicks, James R., Ph.D., U. of Maryland. Assoc. Prof., Fruit and Vegetable Science
- Hintz, Harold F., Ph.D., Cornell U. Prof., Animal Science
- Hirschl, Thomas A., Ph.D., U. of Wisconsin. Asst. Prof., Rural Sociology
- Hoch, Harvey, Ph.D., U. of Wisconsin. Prof., Plant Pathology (Geneva)
- Hoffmann, Michael P., Ph.D., U. of California. Asst. Prof., Entomology
- Hogue, Douglas E., Ph.D., Cornell U. Prof., Animal Science
- Horst, R. Kenneth, Ph.D., Ohio U. Prof., Plant Pathology
- Hotchkiss, Joseph H., Ph.D., Oregon State U. Assoc. Prof., Food Science
- Hrazdina, Geza, Ph.D., Eidg. Technische Hochschule at Zürich (Switzerland). Prof., Food Science and Technology (Geneva)
- Hudler, George W., Ph.D., Colorado State U. Assoc. Prof., Plant Pathology
- Hudson, Michael A., Ph.D., Virginia Polytechnic Inst. and State U. Assoc. Prof., Agricultural Economics
- Hummel, Norman W., Ph.D., Pennsylvania State U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Hunter, James E., Ph.D., U. of New Hampshire. Prof., Plant Pathology (Geneva)
- Hunter, Jean B., D.En.Sc., Columbia U. Asst. Prof., Agricultural and Biological Engineering
- Irish, Wilmot W., M.S., U. of Illinois. Prof., Agricultural and Biological Engineering
- Irwin, Lynne H., Ph.D., Texas A. & M. U. Assoc. Prof., Agricultural and Biological Engineering
- Jacobson, Jay S., Ph.D., Columbia U. Assoc. Prof., Natural Resources

- Jewell, William J., Ph.D., Stanford U. Prof., Agricultural and Biological Engineering
- Johnson, Patricia A., Ph.D., Cornell U. Asst. Prof., Animal Science
- Johnson, Thomas H., M.L.A., Harvard U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Johnson, Warren T., Ph.D., U. of Maryland. Prof., Entomology
- Jones, Lawrence R., Ph.D., U. of Illinois. Asst. Prof., Animal Science
- Kaiser, Harry M., Ph.D., U. of Minnesota. Assoc. Prof., Agricultural Economics
- Kalter, Robert J., Ph.D., U. of Wisconsin. Prof., Agricultural Economics
- Kelley, John W., Ph.D., Cornell U. Prof., Natural Resources
- Keshavarz, Kavous, Ph.D., U. of Georgia. Assoc. Prof., Animal Science
- Khan, Anwar A., Ph.D., U. of Chicago. Prof., Horticultural Sciences (Geneva)
- Knapp, Warren W., Ph.D., U. of Wisconsin. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Knipple, Douglas C., Ph.D., Cornell U. Assoc. Prof., Entomology (Geneva)
- Knoblauch, Wayne A., Ph.D., Michigan State U. Prof., Agricultural Economics
- Knuth, Barbara A., Ph.D., Virginia Polytechnical Inst. and State U. Asst. Prof., Natural Resources
- Kochian, Leon V., Ph.D., U. of California at Davis. Asst. Prof., Soil, Crop, and Atmospheric Sciences
- Koller, Wolfram, Ph.D., Phillips-University-Marburg (Germany). Asst. Prof., Plant Pathology (Geneva)
- Korf, Richard P., Ph.D., Cornell U. Prof., Plant Pathology
- Krall, Daniel W., M.L.A. Cornell U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Krasny, Marianne E., Ph.D., U. of Washington. Asst. Prof., Natural Resources
- Kresovich, Stephen, Ph.D., Ohio State U. Assoc. Prof., Horticultural Sciences (Geneva)
- Kritz, Mary M., Ph.D., U. of Wisconsin. Assoc. Prof., Rural Sociology
- Krueger, Charles C., Ph.D., U. of Minnesota. Prof., Natural Resources
- Kyle, Margaret M., Ph.D., Cornell U. Asst. Prof., Plant Breeding and Biometry
- Kyle, Steven C., Ph.D., Harvard U. Asst. Prof., Agricultural Economics
- LaDue, Eddy L., Ph.D., Michigan State U. Prof., Agricultural Economics
- Lakso, Alan N., Ph.D., U. of California at Davis. Prof., Horticultural Sciences (Geneva)
- Lambert, Robert J., Jr., M.S., U. of Michigan. Prof., Floriculture and Ornamental Horticulture
- Langhans, Robert W., Ph.D., Cornell U. Prof., Floriculture and Ornamental Horticulture
- Lassoie, James P., Ph.D., U. of Washington. Prof., Natural Resources
- Lawless, Harry T., Ph.D., Brown U. Asst. Prof., Food Science
- Ledford, Richard A., Ph.D., Cornell U. Prof., Food Science
- Lee, Chang Y., Ph.D., Utah State U. Prof., Food Science and Technology (Geneva)
- Lee, David R., Ph.D., U. of Wisconsin. Assoc. Prof., Agricultural Economics
- Lesser, William H., Ph.D., U. of Wisconsin. Assoc. Prof., Agricultural Economics
- Lewenstein, Bruce V., Ph.D., U. of Pennsylvania. Asst. Prof., Communication
- Liebherr, James K., Ph.D., U. of California at Berkeley. Assoc. Prof., Entomology
- Linscott, Dean L., Ph.D., U. of Nebraska. Prof., Soil, Crop, and Atmospheric Sciences
- Lisk, Donald J., Ph.D., Cornell U. Prof., Fruit and Vegetable Science
- Lorbeer, James W., Ph.D., U. of California at Berkeley. Prof., Plant Pathology
- Loria, Rosemary, M.S., Michigan State U. Assoc. Prof., Plant Pathology
- Lucey, Robert F., Ph.D., Michigan State U. Prof., Soil, Crop, and Atmospheric Sciences
- Ludford, Pamela M., Ph.D., Cornell U. Assoc. Prof., Vegetable Crops
- Ludington, David C., Ph.D., Purdue U. Prof., Agricultural and Biological Engineering
- Lyson, Thomas A., Ph.D., Michigan State U. Assoc. Prof., Rural Sociology
- McBride, Murray B., Ph.D., Michigan State U. Prof., Soil, Crop, and Atmospheric Sciences
- McCulloch, Charles E., Ph.D., Cornell U. Assoc. Prof., Plant Breeding and Biometry
- McDonald, Daniel, Ph.D., U. of Wisconsin. Assoc. Prof., Communication
- McGrath, Margaret T., Ph.D., Pennsylvania State U. Asst. Prof., Plant Pathology
- McLaughlin, Edward W., Ph.D., Michigan State U. Assoc. Prof., Agricultural Economics
- McLellan, Mark R., Ph.D., Michigan State U. Assoc. Prof., Food Science and Technology (Geneva)
- McMichael, Philip D., Ph.D., SUNY Binghamton. Assoc. Prof., Rural Sociology
- McNeil, Richard J., Ph.D., U. of Michigan. Assoc. Prof., Natural Resources
- Malecki, Richard A., Ph.D., U. of Missouri. Assoc. Prof., Natural Resources
- Merrill, William G., Ph.D., Cornell U. Prof., Animal Science
- Merwin, Ian A., Ph.D., Cornell U. Asst. Prof., Fruit and Vegetable Science
- Milgroom, Michael G., Ph.D., Cornell U. Asst. Prof., Plant Pathology
- Miller, Dennis D., Ph.D., Cornell U. Prof., Food Science
- Milligan, Robert A., Ph.D., U. of California at Davis. Prof., Agricultural Economics
- Millman, Jason, Ph.D., U. of Michigan. Prof., Education
- Minotti, Peter L., Ph.D., North Carolina State U. Assoc. Prof., Fruit and Vegetable Science
- Moen, Aaron N., Ph.D., U. of Minnesota. Prof., Natural Resources
- Monk, David H., Ph.D., U. of Chicago. Assoc. Prof., Education
- Morse, Roger A., Ph.D., Cornell U. Prof., Entomology
- Mortlock, Robert P., Ph.D., U. of Illinois. Prof., Microbiology
- Mount, Timothy D., Ph.D., U. of California at Berkeley. Prof., Agricultural Economics
- Mower, Robert G., Ph.D., Cornell U. Prof., Floriculture and Ornamental Horticulture
- Mt. Pleasant, Jane, Ph.D., North Carolina State U. Asst. Prof., Soil, Crop, and Atmospheric Sciences
- Mudge, Kenneth W., Ph.D., Washington State U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Mulvaney, Steven J., Ph.D., Cornell U. Asst. Prof., Food Science
- Mutschler-Chu, Martha A., Ph.D., U. of Wisconsin. Assoc. Prof., Plant Breeding and Biometry
- Neal, Joseph C., Ph.D., North Carolina State U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Nelson, Eric B., Ph.D., Ohio State U. Asst. Prof., Plant Pathology
- Noble, Lucinda A., Ph.D., U. of North Carolina. Prof., Extension
- Norvell, Wendell A., Ph.D., Colorado State U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Novak, Joseph D., Ph.D., U. of Minnesota. Prof., Education
- Novakovic, Andrew M., Ph.D., Purdue U. Assoc. Prof., Agricultural Economics
- Nyrop, Jan P., Ph.D., Michigan State U. Assoc. Prof., Entomology (Geneva)
- Obendorf, Ralph L., Ph.D., U. of California at Davis. Prof., Soil, Crop, and Atmospheric Sciences
- Oglesby, Ray T., Ph.D., U. of North Carolina. Prof., Natural Resources
- Oltenu, Elizabeth A., Ph.D., U. of Minnesota. Assoc. Prof., Animal Science
- Oltenu, Pascal A., Ph.D., U. of Minnesota. Assoc. Prof., Animal Science
- Ostman, Ronald E., Ph.D., U. of Minnesota. Prof., Communication
- Palukaitis, Peter F., Ph.D., U. of Adelaide (Australia). Assoc. Prof., Plant Pathology
- Pan, Zhongdang, Ph.D., U. of Wisconsin. Asst. Prof., Communication
- Pardee, William D., Ph.D., Cornell U. Prof., Plant Breeding and Biometry
- Parks, John E., Ph.D., Virginia Polytechnic Inst. Asst. Prof., Animal Science
- Parlange, Jean-Yves, Ph.D., Brown U. Prof., Agricultural and Biological Engineering
- Patrican, Lisa A., Ph.D., U. of Wisconsin. Prof., Entomology
- Pearson, Roger C., Ph.D., U. of California at Davis. Prof., Plant Pathology (Geneva)
- Peckarsky, Barbara L., Ph.D., U. of Wisconsin. Assoc. Prof., Entomology
- Pell, Alice N., Ph.D., U. of Vermont. Assoc. Prof., Animal Science
- Petrovic, A. Martin, Ph.D., Michigan State U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Peverly, John H., Ph.D., U. of Illinois. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Philpson, Warren, Ph.D., Cornell U. Prof., Soil, Crop, and Atmospheric Sciences
- Pimentel, David, Ph.D., Cornell U. Prof., Entomology
- Pitt, Ronald E., Ph.D., Cornell U. Assoc. Prof., Agricultural and Biological Engineering
- Plaisted, Robert L., Ph.D., Iowa State U. Prof., Plant Breeding and Biometry
- Poleman, Thomas T., Ph.D., Stanford U. Prof., Agricultural Economics
- Pollak, E. John, Ph.D., Iowa State U. Prof., Animal Science
- Pool, Robert M., Ph.D., Cornell U. Prof., Horticultural Sciences (Geneva)
- Posner, George J., Ed.D., SUNY at Albany. Prof., Education
- Poston, Dudley L., Jr., Ph.D., U. of Oregon. Prof., Rural Sociology
- Potter, Norman N., Ph.D., Iowa State U. Prof., Food Science
- Pratt, James E., Ph.D., Michigan State U. Asst. Prof., Agricultural Economics
- Price, Hugh C., Ph.D., Michigan State U. Prof., Horticultural Sciences (Geneva)
- Pritts, Marvin P., Ph.D., Michigan State U. Assoc. Prof., Fruit and Vegetable Science
- Providenti, Rosario, D.Sc., Palermo U. (Italy). Prof., Plant Pathology (Geneva)
- Quaas, Richard L., Ph.D., Colorado State U. Prof., Animal Science
- Raffensperger, Edgar M., Ph.D., U. of Wisconsin. Prof., Entomology
- Rakow, Donald A., Ph.D., Cornell U. Asst. Prof., Floriculture and Ornamental Horticulture
- Ranney, Christine K., Ph.D., U. of California at Davis. Assoc. Prof., Agricultural Economics

- Rao, M. Anandha, Ph.D., Ohio State U. Prof., Food Science and Technology (Geneva)
- Regenstein, Joe M., Ph.D., Brandeis U. Prof., Food Science
- Rehkugler, Gerald E., Ph.D., Iowa State U. Prof., Agricultural and Biological Engineering
- Reid, W. Shaw, Ph.D., Michigan State U. Prof., Soil, Crop, and Atmospheric Sciences
- Reisch, Bruce, Ph.D., U. of Wisconsin. Assoc. Prof., Horticultural Sciences (Geneva)
- Reissig, William H., Ph.D., Oregon State U. Prof., Entomology (Geneva)
- Richmond, Milo E., Ph.D., U. of Missouri. Assoc. Prof., Natural Resources
- Riha, Susan, Ph.D., Washington State U. Charles Lathrop Pack Professor, Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Ripple, Richard E., Ph.D., U. of Wisconsin. Prof., Education
- Rizvi, Syed S., Ph.D., Ohio State. Prof., Food Science
- Robinson, Richard W., Ph.D., Cornell U. Prof., Horticultural Sciences (Geneva)
- Robinson, Terence L., Ph.D., Washington State U. Assoc. Prof., Horticultural Sciences (Geneva)
- Roelofs, Wendell L., Ph.D., Indiana U. Liberty Hyde Bailey Professor of Insect Biochemistry, Entomology (Geneva)
- Rosenberger, David A., Ph.D., Michigan State U. Assoc. Prof., Plant Pathology (Geneva)
- Roush, Richard T., Ph.D., U. of California at Berkeley. Asst. Prof., Entomology
- Russell, James B., Ph.D., U. of California, Davis. Assoc. Prof., Animal Science
- Rutz, Donald A., Ph.D., North Carolina State U. Assoc. Prof., Entomology
- Sabin, Samuel W., Ph.D., Oregon State U. Prof., Animal Science
- Sanderson, John P., Ph.D., U. of California at Riverside. Asst. Prof., Entomology
- Sanford, John C., Ph.D., U. of Wisconsin. Assoc. Prof., Horticultural Sciences (Geneva)
- Schaefer, George A., Ph.D., U. of California at Berkeley. Prof., Entomology (Geneva)
- Scherer, Clifford W., Ph.D., U. of Wisconsin. Assoc. Prof., Communication
- Schrader, Dawn E., Ph.D., Harvard U. Asst. Prof., Education
- Schwager, Steven J., Ph.D., Yale U. Assoc. Prof., Plant Breeding and Biometry
- Schwartz, Donald F., Ph.D., Michigan State U. Prof., Communication
- Scott, Jeffrey G., Ph.D., U. of California at Berkeley. Asst. Prof., Entomology
- Scott, Norman R., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Scott, Thomas W., Ph.D., Michigan State U. Prof., Soil, Crop, and Atmospheric Sciences
- Searle, Shayle R., Ph.D., Cornell U. Prof., Plant Breeding and Biometry
- Seem, Robert C., Ph.D., Pennsylvania State U. Assoc. Prof., Plant Pathology (Geneva)
- Setter, Timothy L., Ph.D., U. of Minnesota. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Shapiro, Michael A., Ph.D., U. of Wisconsin. Asst. Prof., Communication
- Shelton, Anthony M., Ph.D., U. of California at Riverside. Assoc. Prof., Entomology (Geneva)
- Sherbon, John W., Ph.D., U. of Minnesota. Prof., Food Science
- Shields, Elson J., Ph.D., U. of Wisconsin. Asst. Prof., Entomology
- Siebert, Karl J., Ph.D., Pennsylvania State U. Prof., Food Science and Technology (Geneva)
- Sieczka, Joseph B., M.S., Cornell U. Assoc. Prof., Fruit and Vegetable Science
- Sinclair, Wayne A., Ph.D., Cornell U. Prof., Plant Pathology
- Sisler, Daniel G., Ph.D., Cornell U. Prof., Agricultural Economics
- Slack, Steven A., Ph.D., U. of California at Davis. Prof., Plant Pathology
- Smith, Charles R., Ph.D., Cornell U. Asst. Prof., Natural Resources
- Smith, Margaret E., Ph.D., Stanford U. Asst. Prof., Plant Breeding and Biometry
- Smith, R. David, Ph.D., Cornell U. Assoc. Prof., Animal Science
- Soderlund, David M., Ph.D., U. of California at Berkeley. Assoc. Prof., Entomology (Geneva)
- Sorrells, Mark E., Ph.D., U. of Wisconsin. Prof., Plant Breeding and Biometry
- Splitstoeser, Don F., Ph.D., U. of Wisconsin. Prof., Food Science and Technology (Geneva)
- Stanton Bernard F., Ph.D., U. of Minnesota. Prof., Agricultural Economics
- Steenhuis, Tammo S., Ph.D., U. of Wisconsin. Assoc. Prof., Agricultural and Biological Engineering
- Steffens, John C., Ph.D., U. of Virginia. Asst. Prof., Plant Breeding and Biometry
- Steponkus, Peter L., Ph.D., Purdue U. Prof., Soil, Crop, and Atmospheric Sciences
- Stiles, Warren C., Ph.D., Pennsylvania State U. Prof., Fruit and Vegetable Science
- Stoewsand, Gilbert S., Ph.D., Cornell U. Prof., Food Science and Technology (Geneva)
- Straub, Richard W., Ph.D., U. of Missouri. Prof., Entomology (Geneva)
- Streeter, Deborah H., Ph.D., U. of Wisconsin. Asst. Prof., Agricultural Economics
- Strike, Kenneth A., Ph.D., Northwestern U. Prof., Education
- Stycos, J. Mayone, Ph.D., Columbia U. Prof., Rural Sociology
- Sutphin, H. Dean, Ph.D., Ohio State U. Assoc. Prof., Education
- Tanksley, Steven D. Ph.D., U. of California at Davis. Assoc. Prof., Plant Breeding and Biometry
- Tauber, Maurice J., Ph.D., U. of California at Berkeley. Prof., Entomology
- Tauer, Loren W., Ph.D., Iowa State U. Assoc. Prof., Agricultural Economics
- Taylor, Alan G., Ph.D., Oklahoma State U. Assoc. Prof., Horticultural Sciences (Geneva)
- Thonney, Michael L., Ph.D., U. of Minnesota. Prof., Animal Science
- Thurston, H. David, Ph.D., U. of Minnesota. Prof., Plant Pathology
- Timmons, Michael B., Ph.D., Cornell U. Assoc. Prof., Agricultural and Biological Engineering
- Tingey, Ward M., Ph.D., U. of Arizona. Prof., Entomology
- Tomek, William G., Ph.D., U. of Minnesota. Prof., Agricultural Economics
- Topoleski, Leonard D., Ph.D., Purdue U. Prof., Fruit and Vegetable Science
- Trancik, Roger T., M.L.A., Harvard U. Prof., Floriculture and Ornamental Horticulture
- Trowbridge, Peter J., M.L.A., Harvard U. Prof., Floriculture and Ornamental Horticulture
- Trumbull, Deborah J., Ph.D., U. of Illinois. Asst. Prof., Education
- VanBuren, Jerome P., Ph.D., Cornell U. Prof., Food Science and Technology (Geneva)
- VanCampen, Darrell R., Ph.D., North Carolina State U. Assoc. Prof., Animal Science
- VanEs, Harold M., Ph.D., North Carolina State U. Asst. Prof., Soil, Crop, and Atmospheric Sciences
- VanEtten, Hans D., Ph.D., Cornell U. Prof., Plant Pathology
- VanSoest, Peter J., Ph.D., U. of Wisconsin. Prof., Animal Science
- VanWambeke, Armand R., Ph.D., U. of Ghent (Belgium). Prof., Soil, Crop, and Atmospheric Sciences
- Via, Sara, Ph.D., Duke U. Assoc. Prof., Entomology
- Viands, Donald R., Ph.D., U. of Minnesota. Assoc. Prof., Plant Breeding and Biometry
- Villani, Michael G., Ph.D., North Carolina State U. Assoc. Prof., Entomology (Geneva)
- Wagenet, Robert J., Ph.D., U. of California at Davis. Prof., Soil, Crop, and Atmospheric Sciences
- Walker, Larry P., Ph.D., Michigan State U. Assoc. Prof., Agricultural and Biological Engineering
- Wallace, Donald H., Ph.D., Cornell U. Prof., Fruit and Vegetable Science
- Walter, Michael F., Ph.D., U. of Wisconsin. Prof., Agricultural and Biological Engineering
- Walter, Reginald H., Ph.D., U. of Massachusetts. Assoc. Prof., Food Science and Technology (Geneva)
- Weeden, Norman F., Ph.D., U. of California at Davis. Assoc. Prof., Horticultural Sciences (Geneva)
- Weiler, Thomas C., Ph.D., Cornell. Prof., Floriculture and Ornamental Horticulture
- Welch, Ross M., Ph.D., U. of California at Davis. Asst. Prof., Soil, Crop, and Atmospheric Sciences
- Wheeler, Quentin D., Ph.D., Ohio State U. Assoc. Prof., Entomology
- White, Gerald B., Ph.D., Pennsylvania State U. Assoc. Prof., Agricultural Economics
- White, Shirley A., Ph.D., Michigan State U. Prof., Communication
- Wien, Hans C., Ph.D., Cornell U. Assoc. Prof., Fruit and Vegetable Science
- Wilcox, Wayne F., Ph.D., U. of California at Davis. Assoc. Prof., Plant Pathology (Geneva)
- Wilcox-Lee, Darlene, Ph.D., U. of Florida. Assoc. Prof., Fruit and Vegetable Science
- Wilkins, Bruce T., Ph.D., Cornell U. Prof., Natural Resources
- Wilks, Daniel S., Ph.D., Oregon State U. Asst. Prof., Soil, Crop, and Atmospheric Sciences
- Willett, Lois S., Ph.D., U. of California at Davis. Asst. Prof., Agricultural Economics
- Wing, Kenneth E., Ph.D., Cornell U. Prof., Agriculture
- Wolfe, David W., Ph.D., U. of California at Davis. Assoc. Prof., Fruit and Vegetable Science
- Wylie, Mary Jean, Ph.D., Texas A & M U. Asst. Prof., Animal Science
- Yarbrough, J. Paul, Ph.D., Iowa State U. Prof., Communication
- Yoder, Olen C., Ph.D., Michigan State U. Prof., Plant Pathology
- Young, Frank W., Ph.D., Cornell U. Prof., Rural Sociology
- Youngs, William D., Ph.D., Cornell U. Prof., Natural Resources
- Zaitlin, Milton, Ph.D., U. of California at Los Angeles. Prof., Plant Pathology
- Zall, Robert R., Ph.D., Cornell U. Prof., Food Science
- Zitter, Thomas A., Ph.D., Michigan State U. Assoc. Prof., Plant Pathology
- Zobel, Richard W. Ph.D., U. of California at Davis. Assoc. Prof., Soil, Crop, and Atmospheric Sciences